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ABSTRACT

The January, 1975 issue of Illinois Libraries is devoted to the theory of administration of children's libraries and its application to library practice. Articles in this issue cover research and experimentation, future trends, fund raising, book selection, and library programing. Suggestions for a basic reference collection for children conclude the journal. (Author/KCC)

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sandra weir, special guest editor

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preface

Traditionally administrative technique has been given little emphasis by children's librarians. Administrative details have been considered the responsibility of adult librarians, leaving the children's librarians free to devote their energies to cultivating strong personal relationships with their young patrons and promoting children's literature in a vigorous, imaginative way — admittedly a full-time job. Of late, this interlude has come to an abrupt end. Economic reversals in public funding and changing patterns of public financing have raised the specter of severe cutbacks in children's services. Children's librarians have recognized the need for immediate attention to this problem to stem the tide of retrenchment and salvage as much as possible of the services which they have spent the last decade promoting.

Current necessities dictate that children's librarians quickly acquire the necessary skills to deal effectively with their administrators and state legislatures; that they establish long-term goals, request the necessary support to backup these goals, and give more attention to evaluation and research to document their needs.

This issue is devoted to the theory of administration and its application to assist children's librarians in their pursuit of the most desirable results for their patrons. Hopefully, the contents will lead to greater interest and participation in the administration of the library on the part of children's librarians.

I wish to express my appreciation to Alma Mehn, the former editor of the CLS issue, whose help and encouragement greatly added to the form and substance of this issue.

Sandra Weir
Bezazian Branch
Chicago Public Library

goals

richard a. davis
associate professor
graduate school of library science
rosary college
river forest

Since I am addressing a group of children's librarians, here is a quote from my favorite children's book, *Alice in Wonderland*:

> "Cheshire Puss" she began, rather timidly, as she did not at all know whether it would like the name: however, it only grinned a little wider. "Come, it's pleased so far," thought Alice, and she went on. "Would you tell me, please, which way I ought to go from here?"
>
> "That depends a good deal on where you want to get to," said the Cat.
>
> "I don't much care where — " said Alice.
>
> "Then it doesn't matter which way you go," said the Cat.[1]

Obviously, Alice had no goals, like many libraries. They may have vague, amorphous goals — improve service to the readers, be bigger and better. Goals should be very specific — get a master's degree by next June, go on vacation to California next July. In our personal life we are usually definite; in our organizations we are not concrete.

Before we talk about how to set up concrete goals, you need some background — the dry, dusty part that will help you understand what goals are all about. Among the questionnaires filled out in preparation for this workshop I found an interesting quote: "Goals and programs are nice but extravagant when it takes all the time and money just to keep the building up and the doors open." The writer sounds very disheartened but does have goals — keep the building up and the doors open. You could not get through the day without goals, but you have to make them work for you and that is the real problem.

One of the first things is to look at a definition of goals. From the *Random House Dictionary*, *Roget's Thesaurus*, and various texts I came up with a whole list of synonyms: goals, purposes, aims, objectives, targets, missions, attempts, designs, needs, ends, intentions. I think you get the idea. These words are interchangeable and I will use them interchangeably to add more variety to the talk.

Here are two textbook definitions. "The ends for which people strive are variously referred to as 'missions,' 'purposes,' 'objectives,' 'goals,' or 'targets.' "[2] That is sensible enough; that is what we want to get out of life. ". . . goals may be thought of as results to be attained."[3] This also makes sense.

However, a goal is no longer a goal once it is achieved. Keep this in mind, because goals do not exist in the past. If your goal today was to arrive here, it is no longer a goal; you are here. Now you have other goals. Objectives all move into the future; they are somewhere off in the distance.

One way to look at goals is to look at individuals. Radio and TV announcers annoy me when they talk about *the* government; I am the government, they are the government. They are talking about you and me — that is who they are talking about. Or they talk about *the* city, and that is us. We tend to view organizations as something detached and not really part of us; but I am part of the organization, part of the establishment, and all of you are, too. If we are going to consider organization goals, we have to consider the individuals who make up the organization. The way individuals act, think, and believe affects the way the organization goes.

Individuals' goals fall into two categories, biological and social. The former includes food, air, water. Social goals might be power, love, avoidance of harm, play, recognition. Biological needs must be served first. We don't ordinarily worry about them, but the man in the desert certainly desires water and shelter before he looks for love or recognition. The starving person is not interested in social goals either; he wants food. Once biological needs are met, social goals become important. These represent a whole group of personal objectives. Consciously or not, they are considered. If you are asked, "Do you desire power?" you might answer, "No, I don't want power." Nevertheless, it is probably an element in your objective scheme; you just might want to lord it over others occasionally.

Goals are constantly changing. A young person, as many of you are, wants to get ahead and make a place in the world. An older person is thinking about retirement; he has gone about as far as he is going to go. A manager with staff in both these age groups has

---

A talk delivered to the Children's Librarians Section of ILA, May 3, 1974.

to recognize that these people have different aims, different ways of looking at the world. The manager who expects them to work together within the group, to appreciate the mission of the organization, must understand the differences.

Goals also change because people are in a state of flux. Students are an example. The beginning of the college semester is a time for play and games. The target is sociability and a minimum of study. Now comes the end of the semester. The target is study, with little sleep and no social life. I have heard students say, "Do you know I stayed up all night doing this assignment?" I always think, "You could have done it earlier and avoided the trauma." However, they changed their goals. What was not important five or ten weeks ago, now is.

Goals change because people have a pattern of erratic behavior, they don't always follow through. A good illustration is seen in ourselves and others. We may start out in college wanting to be a doctor but after the third year decide on an English major. That is a complete change of goal, another track. Maybe we earn the English degree and head for a Ph.D. Somewhere along the line we break off and go to library school. And here we are. We set goals and then change them.

Three major factors have an effect on behavior in response to need. The first is the intensity of the need. How hungry are you? How thirsty are you? Second, what is your physical and mental make up? And last, what is your environment, both physical and social? All affect how you will respond.

The key to effective organization is recognition by the manager or supervisor or administrator that everybody is changing all of the time: goals are erratic; response depends on the intensity of desires, on physical and mental well-being, on the social climate, and more. This does not mean sitting down with a checklist and saying, "Let's see, what is Joe's physical make up today, and how is his mental climate?" We have all probably told a friend, "Gee, you look down in the dumps." There is something wrong; it shows in his face. We can see the tenseness created by an environmental situation, locking of arms, frowning, clenching fists. A good manager interprets the signals resulting from a person's needs and goals.

What does the individual seek in the organization. If his needs are not satisfied he will not produce. Then he either will be discharged or will quit. He stays in the organization because he thinks it will do something for him even though he may have to sacrifice some freedom, some security, some well-being, or something else. This he is willing to do if he is going to get something back. It must be a two-way street.

For example, I could postulate that three objectives of a library are good pay, long vacations, and democratic management. The employees also are interested in good pay, long vacations, and democratic management. The organization has the same goals as the employees, and we have a compatible situation. Everybody is happy. Then someone comes along who does not believe in democratic management but wants good old dictatorship. He will quit or he will be discharged because he simply cannot tolerate a situation in which his goals are so divergent from those of management.

A give and take relationship exists between the individual and the organization. As they stay together, the individual alters his goals to fit the organization and at the same time the organization alters its goals to fit the individual. Eventually they reach a nice harmony. If the street is only one-way, the relationship will break down.

In most "good" organizations everybody is reasonably satisfied with the goals of the organization, and the organization in turn is satisfied with its individuals. A totally opposed situation is illustrated by a Fifth Column, where a member participates solely for the purpose of destroying the organization.

A partially opposed situation is the case of the conscientious objector who does not believe in war but will serve as a medic. Although opposed to the goals of the army, he recognizes the humaneness of the medical corps. In a neutral situation everybody goes his own way. This can occur when someone who has been active in an organization over the years begins to lose interest and nobody cares on either side.

Most prevalent is the compatible situation. A children's librarian joins the staff of a public library. The library does not provide all the funds, all the backup that the new librarian would like but does provide enough so they get along. The objectives of the librarian and the library are compatible although not identical.

Lastly is the situation where the goals of the organization, and the goals of the individual are identical. One example is a superpatriotic organization where the individual completely subordinates his goals to the goals of the organization. To quote a song from a movie entitled *How to Succeed in Business Without Really Trying*, "I play it the company way; wherever the company puts me, there I'll stay."[4] Gilbert and Sullivan also said it. "I always voted at my party's call and never thought of thinking for myself at all."[5] Such a person is completely absorbed into the organization and no longer does think for himself.

To move from talking about people, which sets a background, consider the organization itself and its targets. Some quotes from management literature will give you an idea about goals. "For coordination the first step is to state the objectives the organization desires to achieve."[6] Okay, the first step. Another, "The organization that wishes to operate effectively and grow must continually renew its objectives."[7] In other words you cannot let goals and objectives sit there and rot on the vine; you have to renew, update, and reexamine them on a regular basis.

"Objectives are prerequisites to determine effective policies, procedures, methods, strategies, and rules."[8] Policies, procedures, methods, strategies, and rules mean specific things in administration; they are not synonyms. Objectives come first. You cannot set policies without objectives, you cannot set rules without objectives. Although done frequently, the result is poor policies and bad rules.

Wheeler and Goldhor in their book on public library administration said,

> In serving its community a library should freshly study and formulate what it should or should not attempt. With specific objectives it can plan its immediate and long-range program. Goals determine the daily decisions . . . They influence the internal organization, the selection and assignment of staff members, the quality and kind of services. In turn they also determine the extent of its public support, and establish criteria to measure results.[9]

All these things depend upon goals, and it is disturbing to see libraries without concrete goals. How do they determine selection and assignment of staff? How do they set criteria to measure how well they are doing?

A recommended book is *Up the Organization* by Robert Townsend, who was the president of Avis Rent-A-Car for several years. This book contains practical, down-to-earth concepts of administration. About objectives he says:

> One of the important functions of a leader is to make the organization concentrate on its objectives. In the case of Avis it took six months to define one objective which turned out to be: 'We want to become the fastest-growing company with the highest profit margins in the business of renting and leasing vehicles without drivers.'[10]

This simple objective was easily remembered. It prevented Avis from wandering into related businesses and kept the company focused for economical results. Townsend continues:

> No other principle of effectiveness is violated as constantly today as the basic principle of concentration. Our motto seems to be 'let's do a little bit of everything.' It isn't easy to concentrate. I used to keep a sign opposite my desk so that I couldn't miss it if I were on the telephone or were about to make an appointment or at a meeting in my office. 'Is what I am doing or about to do, getting us closer to our objective?' That sign saved me a lot of useless trips, conferences, lunches, and meetings. Most of all work on simplifying and distilling your statement of objectives. Cato boiled them down to three words. Lest we forget them they were 'Delanda est Carthago.' which means 'Carthage must be destroyed.' And by saying them over and over, he eventually wiped out his competition.[11]

Well defined and integrated organizational targets have a number of advantages. All members work in the same direction. There are effective yardsticks for measuring, comparing, and evaluating performance. Let me emphasize — goals do not sit all by themselves. Goals are ways by which to measure, plan, control, evaluate. You plan to add one thousand new volumes in one year. It is now a year later; did you do it? Many of us are a little afraid to put down quantitative figures because we fear to look bad if the goal is not reached. But how else is there an opportunity to see that something went wrong and ask why?

Effective goals are good motivators. They enable the individual to know what is expected of him and to relate his personal goals to those of the organization. Time and time again I hear, "I really don't know what they want me to do." "What are we all doing this for?" "What am I doing here?" Sadly, this indicates no goal. The individual does not understand how he and the library could match.

What are the characteristics of organizational objectives? First, there is a hierarchy. The often vague, broadly-worded objective sits at the top. The Avis objective is of this kind, not quantitative. The library wants to be the best but does not specify how. Subgoals and sub-sub-goals appear on down the line. Overall goals may be vague. Division goals are more concrete, department's still more concrete, and section's more so.

As a consultant for the Office of Education I was asked to draw a five-year plan for a particular branch. This sounded great, wonderful, on the ball. I went to the division and said, "What are your goals?" They answered, "What do you mean, goals? After you write your goals, we will use them as a basis for ours." I went to the bureau and asked for goals. Their goal was to promote education. This was a worthwhile statement but I needed something more concrete. No one had anything to offer. Should the money be spent on elementary libraries, on secondary libraries, on college and university libraries? In the end the funds went into the plan evenly although the needs of these groups were not even. I had had to draw up the plans in vacuum and I knew they were stupid, because goals have to come from the top down not from the bottom up.

This hierarchy is important and must be started by the person at the top like Townsend. Avis management worked six months on a goal statement, and it controlled the whole organization. Additional objectives were sub-goals of the major one.

A second characteristic of goals is mutual reinforcement. Mary Smith accepts a cataloging objective of four hundred books a month. For this the library agrees to pay her $10,000 a year. Mary Smith does indeed catalog four hundred books a month and in turn the library pays her $10,000. Everybody is happy. Mutual objectives are achieved.

A professor is a successful teacher, thus contributing to the university's success. Students pay tuition to the university, which pays the professor, and this is his incentive for teaching. It is a full circle, mutually reinforced. Successful behavior is rewarded; unsuccessful behavior is not.

The third characteristic is compatibility of objectives among departments. For example, cataloging may aim for no backlogs. Readers Services may aim to get materials to the patron as quickly as possible. If both achieve their goals, both are happy. If one department breaks down, there is trouble. Although the aims are different, they go together.

Goals form networks rather than being linear. That is, goal one is not necessarily reached before goal two, before goal three, and so on. Generally a whole group, all desirable, are operating at one time. They may overlap or branch but they work together.

Three categories of goals are visionary, attainable, and immediate. Visionary goals are blue sky or abstract, so far in the distant future that no time element is listed. Use of the library by 75 percent of the adult population is a visionary goal. It is possible — it has to be possible and realistic, or it is not a goal. But it is so far off that it will not happen in five years or twenty years or perhaps longer. Some day in the future it may occur.

Arthur Clarke wrote, "When a distinguished but elderly scientist states that something is possible, he is almost certainly right. When he states that something is impossible, he is very probably wrong."[12] This is known as Clarke's Law. A good illustration is the space program. Long ago somebody talked about putting a man on the moon and lots of people chortled up their sleeves. A year before Sputnik the Astronomer Royal said, "Space travel is utter bilge."[13] This expert made a negative statement and he was wrong. Make your statement positive and within the realm of possibility but be a little imaginative and creative. Do not decry an optimistic goal; at least consider it. People laughed at the Wright brothers' flying machine.

Attainable objectives are also referred to as long-range. The time can be anywhere from one to five years, maybe ten years, but a definite period is involved.

Immediate objectives are usually planned for one year or less. For example, increase the annual circulation by one thousand. This is an immediate objective to be measured month-by-month for the next twelve months. Notice that it is quantitative.

Goals should be written. Otherwise everyone may not remember the goal in the same way. Putting thoughts down on paper requires realism. See it in print. "To improve readership" is not sufficient. What is readership? How are you going to improve it? How are you going to measure the improvement?

Goals should be quantitative when possible. Increase circulation by how much over how long a period. To think of increasing circulation is too vague. Goals that are not quantifiable are called qualitative goals. These are usually broad goals at the top of the hierarchy, e.g., specifying who will be served — the public. The why and how will be built into subgoals.

In advance of today's workshop you completed a survey, from which I gleaned these results. The most frequently mentioned short-range goal was to build, improve, and reorganize the collection. Very few of you were quantitative. Either you did not feel it was necessary or it just did not occur to you. What do you mean by build? Aim for so many volumes per month; so many volumes per year. How do you measure improvement? To what standards will you raise yourself? Does this mean weeding the collection? If so, how will you go about it? Into what form will you reorganize the collection? How will you know when you are finished reorganizing? A goal should define the day you may walk into the library and say, "I'm reorganized."

Another short-range goal was to cooperate with the schools. Again, most of you did not quantify this. Increase the number of classes visiting the library by 10 percent or 20 percent, or some number during the next school year. Increase the number of visits to schools by "X" number or percent. How else can you plan, measure progress, and evaluate results? You cannot reach the end of the year and say, "Gee, we cooperated great this year," unless you quantify in some measure.

The next listed goal was more and better programs. More is quantifiable but how much more than what? Adding one to none is more. Better is an evaluative word, somewhat difficult to quantify. You can list actions one, two, three: have a bigger facility, hire more people, select a theme.

The fourth in frequency as a short-range goal was to improve service. Some examples to make this concrete are, prepare ten new reading lists, increase staff contact with patrons by 10 percent. To improve service in this way requires pulling staff from something else. An administrator's responsibility is to juggle resources, and a goal is needed as a guide. Because a library cannot be all things to all people, follow Townsend's advice — concentrate. If your activities are spread all over, nothing will be done well.

The last of the top five short-range goals from the survey was better public relations with the community. Quantify this by planning to speak to one community group each month, if this was not previously done. Or plan to prepare a release each month for the news media.

Long-range goals were also included in the survey. Those listed were much like the short-range goals but in a different order. Number one was better programs, about which there is obviously a great deal of concern. More programs, more interesting programs — phrased in different ways, essentially it boiled down to more and better. This does not look like a short-range goal that can be achieved in one year. It looks important enough to be ongoing for some time. An objective might be a new program each year on a trial basis over the next five years. Or it could be an increase of "X" story hours per year for the next five years.

The need for more space was expressed often. In this area you seem to feel that you do not have much control. You should have, absolutely. If space is really critical, this should be expressed in a goal of the library as a whole and in a sub-goal for you as to your space. If the shortage is only in your department, it still involves the library as a whole. You will remember I started out with individuals. Every individual in the organization should have a voice in the goals of the organization, and the individual's goals should be compatible with the organization's goals. If not, there is unhappiness, and I saw unhappiness in the survey responses.

Another desire was for more audiovisual materials. This can be simply stated as increase the audiovisual collection by 50 percent, or add one hundred new tapes, or whatever the concrete interest is.

The fourth long-range goal was to build, improve, and reorganize the collection — number one on the short-range list. Again, this is a long-range goal and cannot really be accomplished in one year. It probably qualifies as a continuing goal, one that never really ends. Continuing goals are perfectly viable, they go on and on and on. However, if the goal just sits year-after-year, the organization will not progress. The continuing goal must be updated and intermediate goals established each year.

The last of the top five long-range goals was better public relations with the community, which was on the short-range list. This is also a long-range goal, perhaps a continuing goal. Is it possible to achieve perfect public relations? How would I set up a long-range goal in public relations? For something entirely different institute a person-to-person contact between librarians and the nonusers in the community. Can each librarian contact two thousand nonusers in the next five years? That is four hundred annually which would average talking to one or two people a day. I do not know whether it has ever been tried — it might be interesting or it might be unrealistic.

On the survey you were also asked to mention your major problems. A problem requires a solution. Set up an objective as a means of solving the problem. Lack of space, discussed earlier, was a recurring theme. Obviously, the solution is to get space. That becomes a goal.

The next problem concerned lack of interest in reading. A number of you stated ages, grades, sex (boys seem to be more of a problem than girls). One approach already in use is programs, apparently effective to some degree. There seems to be a real need for creative thinking here. While I was puzzling about this, I brought it up to my wife. She said, "What about the children we know who are readers; why are they readers?" I said, "Because their parents read." If this is so, maybe the approach needs to be made through the parents. A suggestion: commence a public relations program with the parents. At any rate try to look at things a little differently.

The next two problems of major importance, additional staff and money, go together. It takes money to hire staff. The solution may be your having a voice in the budget. The budget is a statement of objectives. You as an individual member of the organization should be considered when the organization's objectives are selected. The budget states where the money will be spent: it is a plan for executing goals.

The last problem, cooperation with the schools, has already been discussed.

Let me go beyond goals for a moment. Goals make planning easier. If there are goals, nonproductive work is less likely to occur. Operating goals are building blocks for programs. Goals aid in comparing results with plans. Goals contribute to evaluation. For example, the goal is to increase monthly circulation by two hundred for one year. At the end of January was the goal reached? At the end of February? At any point where results fall below the line, look for corrective action. When results are above the line, analyze what was right.

Back to the Office of Education. I was assigned to analyze the results from Title II grants. I needed to know whether measurable change had occurred as a result of the funding. All of the grantees queried assured us that things were better but none knew the amount of improvement because no measures were made before the funding. This was a tragedy. One group received $350,000 and did not know if there had been any improvement. Here is a case of poor administration, no recorded measure. Money was spent and people thought the situation was improved, but it may not have been.

When you set up goals, you plan and you measure. But measure ahead of time. Here's what it is now; here's what it is at the end. Then you know that you have improved by so much or gone downhill by so much.

Recently I visited one of the suburban libraries that set up a magnetic checkout system — the gate locks if a patron carries a book that has not been checked out. The librarian reported, "We surveyed our collection for three years before putting in the system and surveyed our collection again afterwards. Our annual losses have dropped from $7,000 to $500." This is how to prove that it worked. Measure before and measure after.

In summary here is what we covered today. I talked about individuals' goals and their role in the organization, about the importance of an organization's objectives to show direction. Goals come in hierarchies; they mutually reinforce employees and the organization; they must be compatible. There are blue-sky, visionary objectives as well as long-range attainables and short-range, immediate objectives. I gave you some results from the survey.

I want to leave you with the thought that goals are only a beginning. You also must plan, control, budget, measure, and evaluate. Children's librarians should actively participate in setting goals for the library and sub-goals for the children's department. They should be aware of other departmental goals to achieve compatibility.

Try it out; get your feet wet; it's fun!

Footnotes

1. Lewis Carroll. *The Annotated Alice. Alice's Adventures in Wonderland* . . . N.Y.: Clarkson N. Potter, 1960. p. 88.
2. Harold Koontz and Cyril O'Donnell. *Essential of Management.* N.Y.: McGraw-Hill, 1974. p. 74.
3. Don Hellriegel and John W. Slocum, Jr. *Management, a Contingency Approach.* Reading, Mass.: Addison-Wesley, 1964. p. 155.
4. Shepherd Mead. *How to Succeed in Business without Really Trying.* N.Y.: Simon and Schuster, 1952. The musical was done by Frank Loesser, "The Company Way." Copyright 1961-62, Frank Music Corp.
5. "When I Was a Lad" from *H. M. S. Pinafore* by Gilbert and Sullivan.
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one library's goals – the writing and rewriting of them

margaret bush
children's librarian
oak park library
oak park

"Management by goals" seems to be the new key phrase in administrative theory. Spurred by changing patterns of funding and the linking of smaller institutions into networks, professional associations, and individual libraries have been updating their administrative techniques and also redefining themselves in written goals statements through the early years of the 1970s. On the one hand, these statements serve to defend or justify our existence. They also provide guidelines which should result in greater efficiency and coherence of operation.

Early in 1972 the Oak Park Public Library Board decided to prepare a set of written goals. A committee consisting of three members of the board, the head librarian, and two library department heads was appointed to the task — which kept them hard at work for several months. It also kept them in touch with each other, with other library staff, and with the public since it was seen as a project that required a good deal of communication.

In preparing their statement, the committee used several documents as a base of reference. They were: *Measures of Quality: Standards for Public Library Service in Illinois* (Illinois Library Association 1971); *A Strategy for Public Library Change: Proposed Public Library Goals Feasibility Study* (American Library Association 1972); and *The Oak Park Comprehensive Plan 1973-1992* (Village of Oak Park, 1972).

Having digested these rather impressive documents, the committee invited other board and staff members to submit suggested goals and areas of need in the separate departments and in the library generally. At this point the staff also invited Al Trezza, Director of the Illinois State Library, to attend a half-day staff meeting to discuss the State Library's "Five-Year Plan" — *Meeting the Challenge* — which had just been published. It was thought that it might seem presumptuous to ask that he come such a distance to speak to one individual library, but he was enthusiastic about relating the work of the State Library to a local institution. He was also helpful in describing for the staff the process of formulating goals.

When the committee's first draft had been compiled, suggestions and criticisms were sought from staff, community organizations, and the general public. The material received was considered and a second draft was prepared, consisting of introductory material and eight pages outlining specific goals for a five-year period. This document was then approved by the library board and became an official statement of library policy.

The finished statement was a combination of very general material and some quite specific goals. One of the early criticisms was that no specific goals relating to service to children and young people were included. The reason given for this was that the goals were intended to apply to the general scheme of library service rather than singling out individual groups to be served. Following an introductory section on the library's objectives and services, these items were treated in varying degree of detail: library buildings (there are two branches and the main library), library materials collection, quality of services given, new services, reaching residents not now served, library staff, fiscal requirements of the library, relationships with other libraries and educational agencies, and the library in the community.

Living With the Goals and Rewriting Them

After a year of living with — and even up to — the goals, a reconstituted committee met with the same chairman to evaluate and rewrite the goals. The new committee did not attempt to make major alterations in the content or style of the goals statement but did try to make some of the wording more precise. A few items were dropped, some sections became more specific, and some moved from the specific to more general statements.

The urgent need for space in the heavily used, ten-year-old main library is probably the goal which has received the most attention. A time schedule for exploring sources of building funds, engaging a consultant, securing architectural drawings, and constructing a building addition was set up in the original goals. At the time of rewriting the schedule was being met pretty well with some items completed. Although it is not yet known whether the anticipated date of construction is realistic, the planning for a building expansion is the goal which has engaged the most time and interest of library board members and staff and of the public as well.

The goals pertaining to fiscal requirements of the library had some specific recommendations which were executed almost immediately and a continuing general aim of investigating new sources of income and encouraging bequests and gifts. No means of accomplishing the last item are described.

Most of the goals for collection development were fairly specific with some dates and quantities of materials given. These were overall figures, however, which were not distributed by departments of the library. An original commitment to spend "at least 50 percent of each year's book budget for adult nonfiction including reference" was dropped from the revised goals. The first statement also said that a goal would be to "develop a practical method for utilizing varied subject knowledge of members of the community in library collection development." This item was not accomplished and was made a little less prescriptive. It now reads "use the interests and knowledge of members of the Oak Park community in library collection development."

A section on new services listed some specific short-range goals in the original statement. Some were tried, others considered, and a few postponed during the year for which they were scheduled. This was the only section dropped in the revised statement. A related section on reaching residents not now served was shortened considerably; the several recommendations included originally had also been attempted or discarded. The revision is a recommendation that a study be made to determine who is not being served and how they can be served and to develop new promotional materials on the library's services, both items to be completed in 1974. This revision was interesting in that the original list of recommended services was based on some assumptions about who needed to be served and ways to extend service. In revising, the committee seemed to decide that perhaps the assumptions were incorrect and that some data should be gathered before new recommendations are made.

The statements on library staff are very positive in regard to the encouragement, development, and participation of staff in giving and planning service. The goal to "give particular attention to providing frequent and specialized in-service training programs" is both general and particular in intent. This is a goal on which much planning and discussion time has been spent, but practical results have been scant. It is an example of an item needing closer scrutiny at the time of reevaluation. Perhaps it is one that will require more detailed treatment. Another very general statement of commitment of staff says that the library should "provide adequate staff to promote effective use of the library collections." No mechanism is stipulated for measuring this item, however, and it is only stated that "reevaluation of staff requirements will be undertaken in connection with annual budget preparations." This has in fact been the practice long before the goals were formulated, but it may be that some more precise scheme is needed to determine staff needs in relation to actual service demands and overall goals.

One large factor influencing Oak Park's relationship with other libraries is its role as one of the headquarters libraries for Suburban Library System. Originally the goals gave priority to determining the library's position in the system's long-range plans. This item was dropped from the revision and no new material added on the SLS relationship. The relationship to other local library agencies, namely those in the schools, is covered in a general statement that shows a willing attitude towards cooperation but does not outline means for specific accomplishment. There is also a statement of continuing interest — without stating target dates — in considering further reciprocal borrowing relationships; these would be with libraries outside Suburban Library System.

The final statement on the library in the community stands as an effective statement of philosophy committing the library to service and an active role in community development.

And What of the Future?

Strengthened communication between library staff and board and a concrete statement of policy and objectives were important achievements of the goals project. Two recommendations for the writing of additional documents were included in the revision: library staff are to develop a procedures manual for each department during 1974, and a history of the library is to be attempted by the 1976 bicentennial. At this point there has been no suggestion that individual departments formulate goals. Since the present goals statement tends to be heavily philosophical and qualitative, it needs to be made specific and quantitative if it is to offer practical guidelines. It may be that specific goals for the smaller units of the library would be the best way to achieve this.

Writing and revising the goals was an ambitious and tedious task. Some hard questions were raised which are yet to be answered. Should the goals be specific in service commitments to children and young people and to other groups as well if we are really serious about serving the public as fully as possible? Should the section on new services be reinstated? There is an obvious lack of material or tools for evaluating results in some areas outlined by the goals. This is particularly true in identifying needed services and determining staff adequacy. Some of our present statistics would show a seeming disparity — in children's services, for instance, circulation and program statistics are a substantial portion of the whole, while percentage of staff allotted is miniscule. This may or may not be an unfair situation, but the reevaluation of staff needs must be done on a far more sophisticated basis. The goal of "providing adequate staff to promote effective use of library collections" is well-intentioned but vague. How shall the staff be selected and utilized to meet both the service goals and actual, present needs?

The first revision of the goals was a bit perfunctory and tended towards tidying up rather than changes of substance. In some instances items were deleted somewhat hastily when perhaps they should have been examined in depth. There is a need to look more objectively and critically at goals that are not accomplished and to examine the reasons why they are not achieved. There are limitations of time that can be spent and of the paperwork that is desirable, but some of the hard questions will eventually have to be answered if our actual commitments are to match our professed goals. Ideally, the goals will be annually revised, and a more consistent and precise statement will evolve.

At present the Oak Park Public Library Objectives 1974-1978 do achieve the initial purpose of setting priorities, providing impetus for the achievement of specific goals, and providing guidance for the library's development. The experience of writing and having a formal goals statement has been a profitable one that can well be recommended for other libraries.

research and evaluation in the administration of children's work in the public library

anne billeter
doctoral candidate
canoga park, california

"Accountability" is a word frequently used in this era of diminishing funds. Public librarians are finding an ever greater necessity for the facts which will convince budget makers and funding agencies of the importance of their institution and its services. Children's librarians are caught in this dilemma along with their directors, for in this age of budget cuts *every* department and service must be defended. Children's librarians often react to the request for justification with a certain amount of sputtering: "Services to children? Why, of course they're essential. Story hour? Of course we should have one. Children's services deal in intangibles which cannot be measured."

While there is some truth to these reactions, such responses cannot be accepted. It is no longer taken for granted that libraries, books, and story hours are worthy of community, state, or national support. To children's librarians this is shocking, but it can be a challenge. Can they find ways of convincing funding agencies of their long-held conviction of the essential nature of children's services? Yes. Research and evaluation can provide answers, especially if the proper questions are asked. This article proposes to explore a few of the potentialities which research and evaluation hold for children's librarians.

In the broadest sense, evaluation is the determination of the degree of worth of that which is being examined, and research is the method by which information is gathered. Thus, research is a tool in the evaluation process, although evaluation involves much more than research and does not always include research.

A prerequisite of either research or evaluation is a knowledge of the purposes of what is being evaluated. A children's department needs to derive several statements which articulate its primary goals. Then the major services and activities of the children's department can be listed and matched with one or more of the major goals. This is the first step in the evaluative process. Next one must look at the services from two viewpoints. First, each service and activity must be evaluated separately, as an entity in and of itself, in terms of its success in meeting its goal. Then, those services and activities which are determined to be successful must be evaluated together, to determine whether as a whole they fulfill the major goals adequately.

The best way to evaluate an activity is to plan the evaluation as an integral part of the activity *when the activity is being planned.* Evaluation may simply involve taking certain measurements during the course of the activity. Even raw numbers can be a good indicator of the success of a program. For example, the numbers of children who were reached by each program provide a means of comparing the programs. Assuredly, this is only an indication of contact and does not measure the quality or effect of the contact. So other measures can be taken: how many of the children who appear at one of a series, such as a weekly story hour, are present again in the same series. A high number of repeaters may suggest that the program is of high quality.

A further, and of necessity less frequent, evaluative step is to establish a genuine research project in order to provide more sophisticated and trustworthy information. A hypothetical example follows:

Introduction

Librarians and teachers have often said that children who are just learning to read or to enjoy reading would benefit greatly in their reading skills if they would read regularly during the summer. The inference is that the children may even be less capable readers when they return to school in the fall if they have not read during the summer.

The Research

Two fourth grade classrooms composed of students of similar reading levels are selected for the study. The students are given a reading test just before the end of the school year. The children in the first classroom are part of a special public library effort during the summer. They are encouraged to come to the library by the children's librarian, who visits and becomes acquainted with them several times at school in May and June. Those children who wish to participate are provided with annotated lists of books. If they are not able to go to the library they may order books through the mail, and they are provided with return postage-paid mail envelopes. The children are not required to participate, but if they do choose to, they are not required to meet any obligations: no minimum number of books must be read, no reports must be written.

The second classroom is not visited by the librarian and no special effort is made to encourage the children to use the public library. No annotated lists are provided.

In the fall both classrooms are again given the reading test.

The Results

We would predict that those in the first classroom who participated in the special project and those in the second classroom who read during the summer, would score higher on the reading test than they had scored before the summer break. We would predict that those who did not read over the summer would score *at best* at their pre-summer level and would in many cases have a lower score. Those children who participated in the special program would also be asked if they would have read during the summer even without the special program, to ascertain that it was the program that had made the difference.

The above hypothetical study, if the predicted results occurred, would be valuable evidence for children's librarians who are trying to justify expenditures in their departments, and would also provide a successful program for other libraries to try. Variations on the original project could be attempted, in order to create the most beneficial results for the children.

So far we have discussed specific programs and activities, but children's departments generally offer several services which could also benefit from evaluation. It might be well to point out, here, that evaluation's aim is not solely to elicit evidence for budgets. Often a few objective facts and figures can provide important clues as to how a service can be improved or changed, or whether it is even worth offering at all. For example, one service children's departments generally offer is the subscription to a number of magazines. The circulation rate and amount of in-house use of each magazine title should be evaluated. It is possible that in some communities most of the titles are superfluous because the children already have them at home. Or perhaps a specific magazine title is ignored by the children. It is here that a much neglected source of evaluative information can be utilized: *Ask The Children.* Work out the method that is best for your library: a short written questionnaire to be answered by the children when they use the library, or to be sent to registered borrowers, or perhaps an oral question to be asked at the children's circulation desk as materials are checked out.

The potential for evaluative information *from children* extends far beyond magazine titles. At the end of a formal activity have the children fill out a short questionnaire. Create a children's advisory board to provide suggestions, survey their peers, etc. There are many ways children can be included in meaningful and useful ways.

Another part of the children's department which can benefit from evaluation and research is general policy. What rules and regulations are in force? Why? For example, oftentimes the current issue of a magazine does not circulate. Doesn't this mean that the child who has only limited time to make a book selection never gets the chance to read the newest magazine. Perhaps the newest issue should circulate, too. Examine the pros and cons of a separate children's circulation desk. Could more staff time be freed to work directly with the children, if all books circulated from one desk for the whole library? Or is the children's circulation desk a valuable opportunity to discover with the children what they are reading and enjoying? What about paperback books? Children's attitudes towards them vary, so the local preference should be determined. The preceding are examples of some of the many policies which can benefit from evaluation and research.

Aside from the research and evaluation conducted locally, there is another major source of very useful information: prior research. Some of this will be in published form, available in books and magazines, but some of it is unpublished, particularly theses and dissertations. The range of research pertinent to children's services is rather wide, as it can include educational theory and psychology, child psychology, and of course, library science.

Prior research can assist the children's librarian in the performance of three functions: prevention, diagnosis, and planning. Research may prevent an unsuccessful program from occurring. Familiarity with Ziegler's study on creative dramatics in the library,[1] for example, might convince the children's librarian to strengthen and increase storytelling programs rather than to develop a creative dramatics program, since storytelling was shown by Ziegler to have a measurable effect on reading interests and reading achievement, while creative dramatics did not affect these abilities. Another research project could serve a diagnostic function. In Goldhor's "The Effect of Prime Display Location on Public Library Circulation of Select Adult Titles,"[2] the evidence suggests that the number of circulations a book receives can be influenced by the book's location in the library. This may be the explanation for the low rate of circulation of some materials, children's as well as adult, and it suggests a solution as well. Altman's summary of the major findings of her dissertation[3] may assist the planning function. Her discovery that the school and public libraries in an area do not have much of a core collection in common may provide the impetus for a cooperative interlibrary loan project with the local schools.

Research is valuable because it tests our assumptions. By providing hitherto unavailable data and hard facts to reinforce our intuition, it supplies ammunition in the battle for funds and direction in the search for the best children's services. Below are discussed some of the major sources of information about research pertinent to children's services.

Unfortunately, there is no one place to turn for information on such research. However, two special articles provide a good starting point. Lowrie's "A Review of Research in School Librarianship,"[4] and Gallivan's "Research on Children's Services In Libraries: An Annotated Bibliography"[5] present an overview of relevant research. Lowrie's older article on school libraries is updated and expanded by Gallivan. Gallivan describes five other bibliographies which supplement hers and Lowrie's, and includes in her own annotated bibliography sections on: "Research on School Libraries' Service to Children," "Research on Public Libraries' Service to Children," and "Studies on Personnel in Libraries Serving Children."

For recent and ongoing research, the following are good sources. The *Journal of Education for Librarianship* (Journal of the Association of American Library Schools) lists dissertations in progress at its member library schools, in the column entitled "In Review." *School Media Quarterly* (Journal of the American Association of School Librarians) has a regular section in each issue entitled "Current Research." It includes a long discussion of one research paper or of several related papers, a description of relevant ERIC documents, and a listing of "School Media Dissertations in Progress."

The consistent use of evaluation and research will not guarantee funds. They may, in fact, pinpoint unsuccessful programs which should not be refunded. However, it is just as advantageous to the goals of the library and the children's department to know that a program is unworthy of being continued as it is to find that another program is very effective. Moreover, research can even suggest new programs and activities. For the effective administration of children's services in the public library, research and evaluation are essential.

Footnotes

1. Elsie Ziegler. "A Study of the Effects of Creative Dramatics on the Progress in Use of the Library, Reading Interests, Reading Achievement, Self-Concept, Creativity, and Empathy of Fourth and Fifth Grade Children," *Dissertation Abstracts International* 31:6482A-6483A (June 1971).

2. Herbert Goldhor. "The Effect of Prime Display Location on Public Library Circulation of Select Adult Titles." *Library Quarterly*, 42 (October 1972) p. 371-389.

3. Ellen Altman. "Implications of Title Diversity and Collection Overlap for Interlibrary Loan Among Secondary Schools." *Library Quarterly*, 42 (April 1972) p. 177-194.

4. Jean E. Lowrie. "A Review of Research in School Librarianship." In Goldhor, Herbert, ed. *Research Methods in Librarianship: Measurement and Evaluation*. Papers presented at a conference conducted by the University of Illinois Graduate School of Library Science, September 10-13, 1967. University of Illinois Graduate School of Library Science, 1968.

5. Marion F. Gallivan. "Research on Children's Services in Libraries: An Annotated Bibliography." *Top of the News*, 30 (April 1974) p. 275-293.

public library service to children in illinois: a survey

jeanne erdahl
cls president
park ridge public library
park ridge

In March of 1974, the Children's Librarians Section of the Illinois Library Association undertook a survey of public library service to children in Illinois. The results, reported below, have been both interesting and useful. Although relatively brief, the questionnaire sent out to 548 public libraries in Illinois, and to 65 Chicago Public Library branches (each of which was treated as a separate entity for the purposes of this study) has generated a great deal of information on children's services; most of the information should give a fairly reliable picture of the current state of such services in Illinois. Exceptions to reliability of information, due mainly to misinterpretation of questions (not all of which were impeccably clear!), will be noted in individual cases.

Background of the Survey

The Children's Librarians Section originally undertook the survey for a number of reasons. One of the immediate needs was for a picture of administrative practices in children's services, to be used as the basis for the 1974 CLS Chicago-area spring workshop. A more far-reaching reason was the feeling, on the part of the CLS Board, that they had insufficient information about their membership, both actual and potential. To be effective, a statewide association must know the needs and problems — the daily realities — of the people they represent. It was to this end that the questionnaire was designed to elicit information not only on specific statistics which would be stated, for the first time, separate from the statistics on adult services, but also on the outlook and attitudes of the people serving children. (See questions 12 and 13 on sample questionnaire.)

Generally, it appears that any concrete information on library service to children is scarce, and information dealing with public library service is even less common than information on school libraries.[1] In addition there are no recent studies (since 1960) at all on children's *librarians* in public libraries.[2] As Ms. Gallivan states in her recent bibliography of research in the area,

> The scarcity of research on public library service to children is very unfortunate. In a period of economic cutbacks and taxpayer revolts, a crying need exists to identify, examine, and evaluate the public library's role in providing library services to children.[3]

This same lack of information has also been noted by Pauline Winnick of the United States Office of Education in her article "Evaluation of Public Library Services to Children," published in a recent issue of *Library Trends.*[4] The CLS study is not, I must emphasize, evaluative, in the sense that we have not attempted to make any value judgments on the information we have obtained. It is obvious, however, that an evaluation can only occur once information has been gathered. Ms. Winnick emphasizes "the need for developing criteria for measuring the quality of children's services in public libraries and evaluating program impact on users."[5] It is our hope that the data we have gathered may be an impetus, in this state, to setting up both quantitative and qualitative measures for library service to children.

Setting Up the Survey

Basically, the survey committee was looking for a way to obtain a profile of children's library service in the state, with both quantitative and qualitative aspects covered. We had, in addition, some questions of our own, or some hunches about children's services, that we wanted to confirm or disprove. Some of the questions we were asking were:

1) Are children's librarians included in the overall administration of the library?

2) Do children's librarians participate in budget planning, or are they simply allotted a certain amount of the budget regardless of current needs and priorities?

3) Is the amount of staff and budget allotted to children's services commensurate with the amount of service (including the percentage of circulation) they provide?

4) How do children's librarians spend their *discretionary* time? It was assumed here that such tasks as circulation, reference and reader guidance, processing of materials, etc., occupied a certain portion of time which the librarian could not alter, to any

great extent, at her discretion. Tasks such as book selection, weeding, programming, etc., however, could be allotted more or less time, depending on the priorities for service of the individual librarian. These latter tasks, then, are seen as discretionary in that the *amount of time* spent on them is up to the discretion of the individual.

5) And finally, what are some of the current interests of children's librarians — the things they hope to accomplish in the future, the *directions* that library service to children are taking.

The Survey Sample

Questionnaires were sent to every public library in Illinois and were distributed, through the Chicago Public Library System, to all CPL branches. Out of 613 total possible responses we received 196, or a 32 percent return. Returns varied widely when responses were broken down into various groupings. When considered by system, the suburban Chicago area systems showed significantly higher returns than other systems. (See Table 1.) When broken down by size of population area served, the libraries serving larger population areas showed significantly higher returns than libraries serving small population areas. (See Table 2.)

In tabulating the questionnaires, it seemed that the fairest way to compare and average most of the data would be to group libraries by size of population area served. For purposes of this study, libraries have been designated by their population groups as follows:

Group I Libraries	(69 responding)	— Under 5,000 population served
Group II Libraries	(30 responding)	— 5,000-10,500 population served
Group III Libraries	(41 responding)	— 10,000-25,000 population served
Group IV Libraries	(34 responding)	— 25,000-50,000 population served
Group V Libraries	(14 responding)	— 50,000-75,000 population served
Group VI Libraries	(8 responding)	— 75,000 and over population served

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Analysis of Data

Data for the first three aspects of service examined — the materials collection, personnel, and participation by children's staff in overall library administration — are presented in summary form in Table 3.

The Materials Collection. (Questions 2, 3, 4, and 6 on the questionnaire.) Most of the results in this category offered no big surprises, with a few exceptions. Average collection size varied from 3,162 volumes (books only) for Group I libraries to 42,019 for Group VI libraries. Least difference in average collection size occurred between Group II and Group III libraries. The largest collection in one unit (but including bookmobile collections) was 67,211 books in a Group V library. The range for each group was as follows:

	Smallest Collection	Largest Collection
Group I	200	9,000
Group II	3,230	25,000
Group III	1,200	40,000
Group IV	3,122 — (pilot project lib.)	40,473
Group V	7,000	67,211
Group VI	18,000	107,913 — (not counting total CPL Collection)

As can be seen, variation within a group was wild; generally, however, the collection size in any one group tended to cluster around the average.

In comparing these average collection sizes with standards set up for New York state libraries[6] (one of the few states which has set quantitative standards for children's services), we see that Illinois libraries compare favorably. (See Table 4.)

Kinds of nonbook material circulated showed the widest variety in the Group IV and V libraries, less variation in the smaller libraries and, somewhat surprisingly, in the very largest libraries. Group IV libraries circulated the most different kinds of nonbook materials. In this, and in other results, the Group IV libraries appeared to be the wealthiest group, in terms of staff, budget, materials, etc., and also appeared to be the innovators of new ideas and approaches.

Average percent of collection growth per year remained quite stable from the smallest to the largest libraries. More variation appeared when these figures were broken down into their component parts, i.e., number of volumes added annually and number of volumes withdrawn annually. Smaller libraries added an average of only 5.8 percent of total collection and withdrew an average of only 1.8 percent of total collection annually. Larger libraries averaged 9 percent addition and 5.3 percent withdrawal annually. Total collection growth, then, was similar, but small libraries both added and withdrew fewer books, while larger libraries could afford both to buy more and to throw out more. Thus, larger libraries could be characterized as having more active, or more current collections. Larger libraries also come quite close to the guidelines for total collection additions and withdrawals set forth in ILA's *Measures of Quality.*[7]

Average percent of total book budget assigned for purchase of children's materials remained fairly constant (close to the 30 percent recommended in *Measures of Quality*[8]). In larger libraries, however, the children's budget became a smaller and smaller proportion of the total, so that in Group VI libraries, finally, the average was only 12.8 percent of total library book budget, significantly below the recommended allotment. There could be a number of possible reasons for this surprising drop. Children's books are less expensive than adult books. Another possibility is that there is an optimum limit for children's collections, but that adult collections can branch out almost infinitely into more and more specialized fields. On the other hand, perhaps larger libraries, many of whom noted public apathy as one of their worst problems (see Table 9, below), should consider putting more budget back into service to children, as the smaller libraries do.

The dollar amounts of children's book budgets varied according to a predictable pattern, but few of the budgets could be called anything but modest. The one Group V library reporting an annual children's budget of $42,000 was highly unusual.

Personnel. (Questions 1 and 5) The percent of libraries having a full time children's librarian with graduate library degree ranged from 3 percent in Group I libraries to a high of 86 percent in Group VI libraries. These figures show an interesting contrast with the percentages calculated by Elizabeth Gross in her nationwide study of public library children's services carried out in 1957-58. She showed that about 16 percent of the libraries serving population groups under 35,000 had professionals (defined as someone having a fourth-or fifth-year library degree) assigned to children's work;[9] our figures show that about 17 percent of Illinois libraries in the same population group have professionals in children's work. In nearly twenty years, then, the smaller library has not, apparently, gained ground in attracting professionals. The situation has changed dramatically, however, in the over-35,000-population-served libraries. Gross reported that about 59 percent of the sample libraries in this group had professionals;[10] the average for our respondents is 74 percent. In addition, 13 percent of our sample libraries report having *two or more* professionals on their children's staff. It appears that the current oversupply of professional librarians may exist only in the larger population areas. Just as small towns have problems attracting doctors and dentists, they may also have trouble recruiting librarians.

Staffing of the children's department, other than the head of service to children, follows the same pattern that budgeting for children's services does: that is, the larger the library, the smaller the proportion of staff assigned to children's work. Whereas Group I libraries report that an average of 50 percent of staff time is devoted to children's work, Group VI library staffs averaged only 7½ percent of total library staff . . . a dramatic drop, indeed. Even considering the fact that most Group I libraries are one-person operations, and that "50 percent of staff time" means, simply, half of the one librarian's time, the difference in the two percentages is astonishing. Perhaps our data in this case are more than normally inaccurate; perhaps, coincidentally, the larger libraries where children's staff form a larger proportion of total staff were among those not responding to the questionnaire. The average for Group V libraries, however, was only 17 percent, so that there is a definite direction to the data.

There are of course reasons why, as a library grows larger, the proportion of staff devoted to children's services should grow smaller. A much larger administrative hierarchy exists in a large institution; more specialized programs and services — interlibrary loan, PR activities, etc., — are offered, many of which benefit children's services without requiring staff time. Whether or not children's staffing should be proportionally less in larger libraries is not the question; how *much* less is what must be decided. Is 7½ percent of total staff an adequate allowance? What proportion of total circulation is attributable to children's material,[11] and should this figure bear some relation to children's staffing? If this relationship is not significant, what measures can be devised to estimate a fair proportion of staff time?

Participation by Children's Staff in Overall Library Administration. Good administrative practices dictate that professional staff members should have some voice in the administration, not just of their own departments, but of the library as a whole.[12] In smaller libraries, of course, there are no problems, all department heads are usually embodied in the one person of the library administrator. In larger libraries, however, there seems to be a tendency to consider the departments more specialized, and thus, to involve them less in overall library administration. To many children's librarians this tendency has seemed especially strong where they are concerned. Some complain of being treated more like the children they serve, than like a professional adult staff member who is just as concerned with the library as a whole as the adult services staff. Questions 7-9 on our questionnaire were designed to find out more about the perceived status of children's librarians. (See also Table 9 where low status was seen as their "major problem" by 3.2 percent of the total respondents.)

In examining the average percent of children's librarians who are consulted in the formulation of overall library policy, and the average percent of children's librarians who participate in budget planning, the trend is generally, as in the case of staffing, toward less participation in larger libraries. On the average, 66 percent of the children's librarians in smaller libraries (Group I-III) felt that they were consulted in overall library policy, while only 46.5 percent of children's librarians in Group IV-VI libraries felt they were consulted. It must be emphasized that this is the situation as *perceived* by the children's librarians. In the Gross study, where some of the same questions were answered separately by head administrators and heads of children's work, there was significant variation in some cases.[13] An administrator may perceive that he consults the children's librarian on certain matters, but the children's librarian does not perceive that she has been consulted. Clearly, there may be a communications problem here.

The trend toward less participation in larger libraries is even more clear in the realm of budgeting. An average of 43 percent-50 percent of children's librarians in Group I-III libraries felt they participated in budget planning; only 14 percent-31 percent of those in larger libraries reported that they participated. Now obviously, in the one-person libraries in the former group, the children's librarian is also the head librarian and thus must, by necessity, participate in budget planning (unless this is a duty of the library trustees, but very few librarians reported this to be the case). And in the largest libraries, the budgeting procedure may not include any public service personnel, but may be the responsibility of a specialist in the field. It is in the medium-sized libraries — Groups III and IV particularly — where one would expect the administrative structure to include more budget participation by children's personnel than the average of 37.5 percent which was reported.

In results to question 9, pertaining to staffing decisions, a majority of children's personnel in all groups indicated that they "had a say in staffing decisions." Very few librarians reported that the library director made all staffing decisions.

Task Analysis. Data for this part of the survey are summarized in Table 5. These data comprise perhaps the least reliable section of this report. Many respondents did not fill in this section at all; others, due partly to unclear phrasing of the question, reported totals of more than 100 percent for one or both columns. We can only assume, because they are spending more than 100 percent of their time on their job, that many children's librarians are feeling overworked! Averages of the remaining responses (about 75 percent of total respondents) are what are reported in Table 5. Calculation of the standard deviations for the Group IV library data showed that responses occurred over a wide range and were not significantly clustered around the average points. Thus, we cannot say that most librarians are consistently spending so much time on any particular task. It should be repeated that the task areas in which we solicited information were those seen as discretionary tasks, in that nearly all children's librarians engage in each task to some extent, but the time spent is more or less at the discretion of the individual. This is true of the "All other staff members" column as well; presumably the head of service to children decides what percent of his time each staff member will spend on these various pursuits.

Tasks chosen for analysis were: book selection, collection maintenance, staff training and supervision, school programming, all other programming, and publicity and promotion. Overall, as we would expect, librarians in the larger libraries are able to spend more of their time on these tasks, most of which are considered "professional." (This is not meant to be, however, a listing of all professional duties — a notable omission is reference and reader guidance work. It was felt that the time spent on these functions bears more relation to patron demand than to an individual's priorities.) Group I librarians spend an average of just 50 percent of their time on these tasks, whereas Group VI librarians spend as much as 84 percent of their time in these areas. Variation from task to task and among different sized libraries is of some interest. Least variation showed up in time spent on book selection (15 percent in smallest, 20 percent in largest libraries), and on publicity and promotion. Collection maintenance and publicity seemed to be the tasks most easily assigned to staff members other than the head; as staff size increased in the larger libraries, a larger proportion of these two tasks was delegated. Time spent on programming of all types increased as library size increased. Amount of time spent in staff training and supervision increased dramatically in Group VI libraries, as compared with all others.

Question 10 was included to tie in with 11d, and was intended to show whether or not there was any correlation between the perceived state of school libraries in the service area and the amount of time spent by the public library children's librarian on school programming. There was some evidence indicating that there is a positive correlation — if the school libraries were perceived as "poor," the percentage of time spent on school programming averaged slightly higher than if they were perceived as "fair" or better. The correlation is not a strong one, however, and in two cases is negligible or even negative. (See Table 6.)

One of the comments on this question of whether the elementary schools have fairly well-developed libraries seemed worth repeating. This librarian said, "Do not know — but I doubt it," indicating an attitude which, hopefully, is fairly uncommon. The weight of apathy behind such a response is almost overwhelming. On the other hand, a healthy 76 percent of all respondents rated their area school libraries as being fair to excellent. The one exception noted frequently in these latter responses was that the parochial school libraries did not measure up to public school libraries.

Goals and Problems. The last two questions on the survey furnished some of the most interesting, though least quantitative data obtained. Responses to these questions formed the basis for some of Richard Davis' comments in his article in this same issue of *Illinois Libraries.* We present here a more complete summary of the data, in Tables 7-9. All responses which occurred three or more times were tabulated.

As can be seen, short and long-term goals cover many of the same areas, and both show that *the desire to present more and better programs* is the goal of most concern to nearly one-fourth of the librarians responding. Considering that the Group III-V librarians, 28.4 percent of whom listed this as a primary long or short-term goal, report that they are already spending an average of 16 percent of their own time and 11 percent of their staff's time on programming, this is a rather surprising priority. Group I libraries report spending an average of only 5.7 percent of their time on programming other than school programs, so they might be more logically expected to have as a goal the presentation of more or better programs. An average of only 14.5 percent of these libraries, however, give this goal for either the short or the long-term.

Although many of the same priorities are listed both as short and long-term goals, variations in ranking are interesting to note. Cooperation with schools is seen more strongly as a short-term than as a long-term goal. Acquiring more AV materials, on the other hand, appears more often as a long-term goal — as indeed it may be, considering how far ahead the budgetary planning for such acquisitions must occur.

Goals mentioned varied widely from the quite specific — "To weed the collection" — to the very general — "To promote reading," or "To increase use." Few respondents indicated how these general goals might be implemented, or how it would be determined when they had been reached.

There is much more interesting information, both implicit and explicit, in these tables which we do not have space to examine. The reader may want to note, for his own information, some of the variations in response patterns from smaller to larger libraries; priorities, predictably, do differ to a fairly large extent. There seems to be a tendency for smaller libraries to be more concerned with materials and procedures, and for larger libraries to be more concerned with services and public relations. And so on.

Problems mentioned fell into patterns just as goals did. "Lack of space," the most frequently mentioned response, was the only problem mentioned in every library group. "Staffing problems," the second-most-mentioned problem, seem to be more characteristic of smaller libraries. Nearly 10 percent of all respondents saw "Cooperation with schools and teachers" as their major problem, with librarians in Group III-V libraries showing most concern for this area.

Note that, again, in many cases larger libraries cite "people problems" while smaller libraries cite "thing problems." Larger libraries had higher responses in such categories as "Poor library image," "Lack of YA use," and "Limited access for children to adult collection." Areas favored by smaller libraries include "Not enough money," "Vandalism, lost books," and "Too many overdues." Clearly, many small libraries are struggling to maintain just the most basic services, while larger libraries have, in many ways, adequate collections and are now striving to provide more services, many of which are designed to pep up apathetic usership and falling circulation counts.

Question 13 produced some of the most interesting quotes, a few of which are worth reproducing here, to indicate the range of thinking going on, and to show something of the sensitivity and intelligence that many children's librarians are bringing to their jobs. These are answers to the question: "What major problem have you identified but not yet successfully solved?

From a Group I library: "Changing the library image from one that is patronized by a few to one that serves all."

Various Group IV librarians comment: "Getting information about library and its resources and activities to parents, teachers and children — *beyond* current users."

"Our library has experienced rapid growth within the past few years and therefore our facilities have become less than ideal. The problem being that to allow children the spontaneity and freedom they need, we must sacrifice the relatively quiet library that some adults demand. We would like to please 'all the people all the time' but our attempts have not yet solved the problem."

"Lack of full recognition for the important work done by the children's department."

Comments from Group V librarians: "It is the sudden change of children as regular readers to audiovisual oriented youngsters who are not using books but are taking advantage of some of the programs."

"It's difficult to get good publicity, not only for us but for the whole library. It might help if library schools offered a course in publicity and public relations . . ."

One final observation concerning problems: it was interesting and amusing to note the frequency of "No major problems" or no response answers. (No response was assumed to indicate that there were no problems important enough to mention.) Fully 38 percent of Group I librarians indicated no major problems, while every respondent from a Group VI library could name at least one major problem, and several couldn't resist giving quite a list!

Conclusions

It is more or less a standard conclusion, when summing up such studies as this one, that a beginning has been made, and that what we need now is more research to verify data, etc. Let's face the fact that such "further research" rarely gets done. Elizabeth Gross' very thorough *Children's Service in Public Libraries* was to be but the first of "a series of studies aimed at surveying and evaluating library service to children"[14] on a nationwide basis. But after the field-testing of a pilot study, funded by the United States Office of Education in the mid-sixties, the project was dropped because it was not considered a top priority study.

> Thus, as of 1973 there was neither a quantitative nor qualitative national study of children's services to provide a base line of information. Additionally, there are no national quantitative standards for children's services in public libraries to offer criteria with which to evaluate library performance.[15]

We will not deny the fact that our data *should* be verified. We do feel, however, that it is better than nothing — possibly even a great deal better than nothing. Perhaps if readers challenge our figures and conclusions they will be stimulated to do some research of their own to clarify or modify the picture. Or perhaps they can use the figures to convince head administrators or trustees that their library falls below the average in some particular area, and thus gain support for change. We do invite comment. Our data are necessarily limited by the type of study and by the methods of analysis which were available to us. We did not have access to a computer, but our small electronic calculator (the advent of which is undoubtedly encouraging hordes of rank amateurs like ourselves to play the statistics game) was an invaluable helper.

We conclude this study not with any sense of finality, but in the hope of encouraging thought and debate. We trust that it will, in some way, help to stimulate and improve library service to the children of Illinois.

Footnotes

1. Marion F. Gallivan. "Research on Children's Services in Libraries: an Annotated Bibliography," *Top of the News*, Vol. 30 (April 1974) p. 275.
2. *Ibid.*, p. 279.
3. *Ibid.*, p. 277.
4. Pauline Winnick. "Evaluation of Public Library Services to Children," *Library Trends*, Vol. 22 (January 1974) pp. 361-376.
5. *Ibid.*, p. 361.
6. New York Library Association. Children's and Young Adult Services Section. *Standards for Children's Services in Public Libraries of New York State*, New York Library Association, 1967, p. 12.
7. Illinois Library Association. Public Library Section. *Measures of Quality*, Illinois State Library, 1971, p. 8.
8. *Ibid.*, p. 8.
9. Elizabeth Henry Gross *Children's Service in Public Libraries: Organization and Administration*, American Library Association, 1963, p. 105.
10. *Ibid.*, p. 105.
11. This is a figure which, to our great regret, we did not obtain on the questionnaire. A study done in Wisconsin gives the range for juvenile circulation as from 39 percent to 54 percent of total circulation. (*Wisconsin Library Bulletin*, September-October 1972, p. 278.) Elizabeth Gross' study cited above showed that 40 percent to 60 percent of total circulation was composed of juvenile materials (p. 102). We assume that these figures are still somewhat representative, though the nationwide drop in birth rate would suggest that this figure will be showing a decline.
12. Joseph L. Wheeler and Herbert Goldhor. *Practical Administration of Public Libraries*, Harper and Row, 1962, pp. 76-77.
13. Gross, *op. cit.*, pp. 49-50.
14. Winnick, *op. cit.*, p. 363.
15. *Ibid.*, p. 363.

PUBLIC LIBRARY SERVICE TO CHILDREN IN ILLINOIS

The Children's Librarians Section of the Illinois Library Association is compiling a profile of children's services in the state. We would appreciate your cooperation in filling out this questionnaire as accurately as possible and returning it by April 1 to: Mrs. Jeanne Erdahl
Park Ridge Public Library
515 Touhy Avenue
Park Ridge, Ill. 60068

* * * * * * *

Library ________________________

System ________________________

Number of hours open per week ____________

Population served (check one):
____ Under 5,000
____ 5,000 to 10,000
____ 10,000 to 25,000
____ 25,000 to 50,000
____ 50,000 to 75,000
____ Over 75,000

All of the following questions pertain just to children's services and should be answered by the person in charge of such services.

1. Does your library have a full-time children's librarian with graduate library science degree? ________
   If more than one, how many? ________________________
2. Number of volumes in children's collection (books only) ________________________
3. What nonbook materials do you circulate? ________________________
   ____
4. a. How many volumes have been added in the past three years? ________________________
   b. How many have been discarded? ____________ Net gain (loss) ____________
5. a. Children's department staff is ________________________% of total library staff.
   b. Not counting page help, number of people on children's staff.
   (Give in terms of full-time equivalent) ________________________

6. a. Children's book budget is ________________% of total book budget.
   b. Approximate annual children's book budget $ ________________

7. Are you consulted in the formulation of overall library policy? ________________

8. Do you participate in budget planning? ________________

9. In decisions concerning children's department staffing (check one):
   ____You make most staffing (hiring and firing) decisions.
   ____You have a say in staffing decisions.
   ____Library director makes all staffing decisions.

10. Do the elementary schools in your area have fairly well-developed school libraries? ________

11. On the following checklist, use the week in which you receive this questionnaire as an example and indicate in column 1 what percent of your own time is spent on each activity, and in column 2 what percent of your total staff time (excluding yourself) is spent on each activity. (If you *are* the total staff, then just ignore column 2.) Columns are *not* intended to total 100 percent.

	Your own time	All other staff members
a. Book selection	________%	________%
b. Collection maintenance (weeding, mending, etc.)	________%	________%
c. Staff training and supervision	________%	________%
d. All school programming and contacts (in or outside your library)	________%	________%
e. All other programming — storytelling, films, clubs, contests, etc.	________%	________%
f. Publicity and promotion — newspaper releases, posters, flyers, displays and exhibits	________%	________%

12. What is your primary goal for the coming year?

____

____

____

For the coming five years? ________________________________

____

____

13. What major problem have you identified but not yet successfully solved? ________________

____

____

____

____

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TABLE 1

Questionnaire Response by System

System	Libraries	Questionnaires Returned	Questionnaires Returned, %
Bur Oak	21	7	33
Chicago	65	17	26
Corn Belt	21	4	19
Cumberland Trail	17	5	29
DuPage	23	13	57
Great River	22	4	18
Illinois Valley	32	15	47
Kaskaskia	17	4	24
Lewis and Clark	27	4	15
Lincoln Trail	44	12	27
North Suburban	33	23	70
Northern Illinois	58	23	40
River Bend	19	6	32
Rolling Prairie	29	9	31
Shawnee	34	9	26
Starved Rock	22	8	36
Suburban	64	29	45
Western Illinois	26	4	15

TABLE 2

Questionnaire Response by Library Size*

Population Served	Libraries	Questionnaires Returned	Questionnaires Returned, %
I — Under 5,000	310	68	22
II — 5,000-10,000	68	30	44
III — 10,000-25,000	95	41	43
IV — 25,000-50,000	49	30	61
V — 50,000-75,000	14	8	57
VI — Over 75,000	6	5	83

*Figures do not include Chicago Public Library branches.

TABLE 3

Population served (Group) No. Questionnaires Returned	I 66	II 30	III 38	IV 32	V 15	VI 7
Percent Libraries with full-time children's librarian with graduate degree	3%	3%	34%	63%	80%	86%
Libraries having two or more professionals	0%	0%	0%	22%	27%	43%
Av. number books in juvenile collection	3,162	8,091	11,432	19,614	29,657	42,019
Percent Libraries circulating:						
records	65%	77%	84%	84%	93%	57%
pictures, prints, posters	14%	20%	51%	81%	66%	100%
cassettes	15%	10%	27%	28%	33%	0%
AV hardware	0%	0%	0%	9%	0%	0%
Av. growth of collection/yr.	+4.7%	+4.9%	+6.3%	+4.3%	+4.5%	+5.8%
Av. percent total library staff assigned to children's service	50%	30%	25%	20%	20%	5-10%
Av. children's staff in full time equivalents	1	.5-1	1-2	1-3	3-4	4
Av. percent total book budget assigned for purchase of children's materials	20-40%	20-40%	20-35%	20-30%	20-30%	10-20%
Av. $ amount of children's book budget	$200-1,000	$1,000-3,000	$2,000-5,000	$7,000-9,000	$6,000-10,000	$9,000-11,000
Av. percent children's librarians consulted in formulation of overall library policy	68%	73%	57%	47%	47%	43%
Av. percent children's librarians participating in budget planning	48%	50%	43%	31%	27%	14%

TABLE 4

Juvenile Materials Collections: Average Size in Illinois Compared with Standards Set for New York State

Population Served (Group)	Illinois (Av.)	New York Standard (approx.)
I	3,162	2,875
II	8,091	7,250
III	11,432	13,000
IV	19,614	19,000
V	29,657	36,750
VI	42,019	55,000

TABLE 6

Relationship Between Time Spent on School Programming and Perceived Development of School Libraries

Population Group	Percent Time Spent on School Programming	
	School Libraries Considered Fair or Better	School Libraries Considered Poor
I	7	13
II	7	19
III	7	13
IV	12	11.7
V	15	27
VI	19	10

TABLE 5

Task Analysis: Estimated Percent of Time Spent on Selected Tasks by Head of Children's Services and by all other Children's Staff

Population Group	Book Selection		Collection Maintenance		Staff Training and Supervision		School Programming		All other Programming		Publicity and Promotion		Total	
	Head	Other	Head	Other	Head	Other	Head	Other	Head	Other	Head	Other	Head	Other
I	14.5	0	12.6	0	5.1	0	7.4	0	5.7	0	4.7	0	50	0
II	15.2	6.7	14.8	18.3	5.1	0	9.9	1.1	6.7	3.3	9.4	2.8	61	32
III	18	1.5	7	13	8.6	3.9	8.3	5.4	15.3	12.5	4.9	5.5	62	42
IV	20.3	5.5	9.6	8.4	8.3	2.4	11	2.8	15.8	11.1	4.3	8.3	69	39
V	17	7.9	7.7	7.5	9.2	5.6	15.3	9.1	17	9	4.5	7.5	71	47
VI	20	4.2	6.6	11.7	14.6	1.7	14.3	7.5	22.1	14.2	6.4	6	84	45

TABLE 7

Short-Term Goals

Short-Term Goals	Percent Response from Libraries Grouped by Population Served						Av. of All Groups
	I	II	III	IV	V	VI	
1. Present more or better programs	17	27	26	31	30	14	24
2. Build, reorganize or improve collection	14	16	29	22	13	0	18
3. Increase use	11	33	8	13	7	0	13
4. Cooperate with schools	3	0	11	34	27	14	12
5. Improve service	14	10	8	9	13	25	12
6. Improve community relations	5	7	11	19	13	14	10
7. Add more space	9	13	3	3	7	25	8
8. Weed collection	11	3	8	6	0	14	8
9. Improve facilities	14	7	3	0	0	0	6
10. Promote reading	8	0	5	0	0	0	4
11. Add more audiovisual materials	3	0	8	3	7	0	4
12. Improve technical services	3	0	3	6	6	0	3

TABLE 8

Long-Term Goals

Long-Term Goals	Percent Response from Libraries Grouped by Population Served						Av. of All Groups
	I	II	III	IV	V	VI	
1. Present more or better programs	12	20	32	31	13	29	21
2. Add more space	14	10	21	25	7	0	15
3. Add more audiovisual materials	11	17	11	13	20	14	13
4. Build, reorganize, or improve collection	17	10	5	13	13	14	12
5. Improve community relations	3	7	8	25	27	43	12
6. Cooperate with schools	3	0	5	25	13	14	8
7. Increase use	6	3	8	19	0	0	7
8. Improve service	7	0	5	3	27	14	7
9. Enlarge staff	6	3	8	9	13	0	7
10. Improve facilities	5	10	3	3	0	0	4
11. Weed collection	8	0	0	0	0	0	3
12. Obtain more money	3	0	3	3	0	0	2

TABLE 9

Major Problems

Major Problems	Percent Response from Libraries Grouped by Population Served						Av. of All Groups
	I	II	III	IV	V	VI	
1. Lack of space	14	7	21	16	7	14	14
2. Not enough or not good staff	9	20	13	6	7	0	11
3. Lack of school/teacher cooperation	6	7	13	13	20	0	10
4. Poor library image, public apathy	5	0	3	13	20	50	8
5. Lack of use, circulation drop	2	7	8	22	7	0	7
6. Lack of interest in reading	7	7	5	9	13	0	7
7. Not enough money	8	7	11	0	0	0	6
8. Vandalism, lost books	8	0	5	0	0	0	4
9. Low status of children's work/staff	0	3	0	13	7	0	3
10. Inadequate technical services	3	7	3	0	0	14	3
11. Discipline	0	7	3	3	7	0	3
12. Too many overdue books	5	3	3	0	0	0	3
13. Lack of young adult use	0	0	0	9	13	0	3
14. Limited access for children to adult collection	0	0	0	0	7	29	2
No problems (or no response)	38	29	21	12	13	0	26

measuring the preschool program

shirley wayland
head of children's services
wilmette public library
wilmette

A three-year-old library user is unlikely to give a measurable response to anything less obvious than Rey's *Curious George* or Wildsmith's *ABC.* Of all the articles listed in the bibliography "Research on Public Libraries' Service to Children"[1] none is a direct study of the whys and wherefores of the preschool library program. And yet, this very vocal group of library users has formed one of the largest and most active areas of library service since the early 1950s.[2]

As in the case of *Sesame Street*, even after four years of daily viewing by 9 million children, the viewpoints on the actual results of the programming are very mixed. In a *Redbook* article, Dr. Herbert A. Sprigle, director of the Learning to Learn School in Jacksonville, Florida is quoted as saying that "*Sesame Street* 'graduates' did less well in school than children from middle-class homes."[3] Surely middle-class children watch *Sesame Street* and attend library story hours as much or more than children in deprived areas. How can one really have a control group? I agree more with Dr. Shirley Samuels, Associate Professor of Education at Manhattanville College and a specialist in early-childhood education, who says in the same article, "No single approach or set of materials can be used effectively to teach children in a three-year age span such as the one from three to six."[4] The library program is one approach among many that hopefully has had a positive effect on our young patrons.

Since mothers of preschoolers are very conscious of what is happening in those little mushrooming minds, that is where the children's room at the Wilmette Library began an evaluation of our very popular preschool story hour service.

The program as it has grown in the past four years, now has five six-week sessions, from September through May. Each week we have eight preschool sessions, four for three-year-olds and four for four- and five-year-olds. Stories are told simultaneously in different areas for the two age groups so that children from the same family can be registered for the same hour. Members of the children's room staff and children's librarian are storytellers; many of the staff have primary grade level teaching experience. Regular staff members rather than volunteers are used to provide more consistency and control in the quality of the programs.

Registration for each six-week session is taken two weeks before the beginning of that session. News releases are published in the local weekly paper and in the "Pre-school P.T.A. Newsletter," but most publicity is done by word of mouth. On the opening morning of registration waiting lines form outside the library at 9:00 A.M. and all telephone lines are completely clogged.

In our evaluation we wanted to know the faults of the program as well as reasons for its obvious popularity. Did the stories told and the songs sung have any visible effect on the children involved or on their families? At the time of registration we had spelled out our "Purpose" with a statement handed to the mothers, but we had never asked for their opinions of what we were doing.

We said to them, "The library feels preschool story times are a wonderful 'Beginning with Books' for young children which can influence them favorably for the rest of their lives. Also, they learn to share the same stories in a group and enjoy books in a 'library atmosphere'." So our first questions were to judge if we were fulfilling these goals. Most parents felt that the programs had improved the preschooler's interest in books and had also helped them as parents to choose better books for their children's enjoyment at home. Although the atmosphere in the children's room and during the programs is not at all restrained, we are conscious of children learning the "feel" of a library and the importance of sharing it with other people. The wandering available to a child watching television is not a part of our story time. Playing as a group and listening as a group is encouraged. So we were pleased that 64 mothers noticed a gain in social growth as opposed to 16 who answered negatively or were unsure.

In other areas mothers also noticed learning, especially of songs and finger games. They said it was difficult for them to extract from the children what stories had been told unless the story happened to be an old favorite, but this is understandable at that level. We also asked about learning numbers and letters, but Dr. Sprigle notwithstanding, early childhood programs on television seem to have supplied this need so that ABC or number books are now used only occasionally, and then more as fillers or for the fun of the illustrations as in *Hosie's Alphabet*.[5]

We also asked a group of questions about satisfaction with the programs themselves. Most mothers felt that stories used were appropriate to the age and interests of the child, though some were unsure because they were not aware of the books used. It is true children were urged to check out copies of books used during the story times, but no list of stories told had been available for mothers. Would the mothers be interested, at the time of registration, in receiving a printed list of stories and activities to be used during each session, and handed out at the time of registration? Again, almost all were heartily in favor of such a list and this item definitely will be incorporated in next fall's program.

Registration has always caused our biggest problems. The library has no switchboard, so that on the morning of registration all phones must be manned by children's room personnel. Quotas for each story hour must be kept and sorted out by a marathon runner between phones. Sometimes by 9:05 A.M. (we open at 9:00 A.M.) one of the sessions is already overfilled! Library staff would like to see registration in person only, but this would work a hardship on the public and we plan to continue in the same hectic vein. We do not re-register mothers and children automatically, since the call or library visit brings in many "new" people who have not been reached by the program before. In the last spring session, for instance, we have over seventy-five children registered for the first time. Mothers are willing to take their chances about re-registration; they do not want us to set a limit on the number of sessions for which a child can be registered.

We also notify mothers at registration of our policy concerning mothers' presence at the story hour. Children often adjust to a group better if mothers are not in sight. If the child is new to story time and has difficulty in adjusting, the mother may stay near him for two sessions. If the child still needs the mother with him by the third story time, we feel he is not mature enough for the group and should be registered for a later series.

Many libraries offer programs for mothers while their children are attending the story time. We asked mothers if they would like a monthly program, or if they prefer the coffee and conversation offered currently. The majority seem to enjoy the half hour of relaxation with friends. Several said it would depend on the program, but expressed the concern that thirty minutes did not offer adequate time for a really worthwhile program. The library staff felt much the same way. In this community of 35,000, people are well-programmed and often over-programmed already, and a few minutes to catch one's breath seem to be much more in demand than a quick overview of casserole making or campaign funding.

Mothers were interested in a session for two-year olds. The pressure for more services at a younger age has built consistently in libraries, and of course there is no good reason why a children's room could not sponsor prenatal classes for parents. Such programs are all part of the goals as worked out by the Task Force on Children's Services: "To assure equal access to all media and services of the library for all users, regardless of age . . . and assure the availability of full library service for every child within his own environment."[6]

Certainly our Mothers' Survey never was intended to be a formal survey with controls and measurements. How can a preschooler measure his own growth? He simply *is*. But mothers do watch and see and know, and perhaps the results of this questionnaire are valid for that reason.

After being here in Wilmette for four years, I now see children in the primary grades who were once in the preschool story program. They are still turned on to books.

Footnotes

[1] Marion F. Gallivan, "Research on Children's Services in Libraries; an annotated bibliography," *Top of the News*, April 1974, pp. 288-292.

[2] Vardine Moore, *Pre-school story hour*, Scarecrow Press, 1966, p. 15.

[3] Walter Goodman, "Is Sesame Street really all that good?" *Redbook*, October 1973, p. 99.

[4] Goodman, *op. cit.*, p. 200.

[5] Leonard Baskin, *Hosie's Alphabet*, Viking, 1972.

[6] Public Library Association. Standards Committee Task Forces, "Community Library Services — Working papers on Goals and Guidelines," *School Library Journal*, September 15, 1973, p. 2608-9.

ANALYSIS OF MOTHERS' SURVEY CONDUCTED TUESDAY AND WEDNESDAY, MAY 7 AND 8, DURING MORNING AND AFTERNOON PRESCHOOL STORY TIMES

1. Does your child show any greater interest in books after attending the story programs?
   Yes - 65
   No - 10
   Child has always liked books - 5

2. Have the story programs helped you as a parent with reading at home?
   Yes - 53
   No - 20
   No answer - 7
3. Do you feel your child has gained in social growth due to the story programs?
   Yes - 64
   No - 7
   Unsure - 7
   No answer - 2
4. Have you noticed other learning in relation to the programs? (Specify, such as numbers, songs, letters, etc.)
   Yes - 62
   No - 12
   Unsure - 1
   No answer - 5
   Songs were generally remembered best.
5. Do you feel the storytellers generally choose stories fitted to the age and interests of your child?
   Yes - 59
   No - 1
   No answer - 5
   Unsure because mothers did not know books used - 15
6. Would you be interested in receiving a printed list of stories and activities to be used during the coming session, to be handed out at the time of registration?
   Yes - 67
   No - 7
   No answer - 6
7. For story-hour registration would you prefer
   61 registration by telephone or in person
   11 registration at the library only
   3 gave no answer and 2 replied "the way it is now"
8. Do you feel there should be a limit on the number of sessions for which a child can be registered during the year?
   Yes - 5
   No - 68
   Yes if overcrowded - 7
9. Would you be interested in seeing a session begun for two year olds, mainly using songs and finger-plays and learning games, and run by volunteers?
   Yes - 40
   No - 21
   No answer - 13
   Does not apply - 6
10. Are you interested in a monthly program for mothers during story hour, or do you prefer coffee and conversation?
   Program - 32
   Coffee and conversation - 41
   No answer - 3
   Depends upon program - 2
   No preference - 1
   Both - 1

Comments indicated work is needed on registration procedure. Lists of stories to be used will be provided in the fall at registration. The two-year-old story time with mothers and run by volunteers may be begun then. No programs are planned for mothers.

catch the brass ring: trends and opportunities for library service to children and young adults

margaret dees
director of media programs
urbana school district #116
lincoln center
urbana

It is difficult to predict the future. The most accurate prediction that anyone can make is that it will not be like the past, and it will not be as predicted.

During the fifties, as a graduate student in education, I heard again and again that if we could, as educators, just live through those times of expanding enrollments and double shifts in schools, we would come to the day when enrollments would level off and even decrease. Then it would be possible to provide quality education for our children. With a higher percentage of the population in their productive years, more resources for the young would be available.

There are now fewer children enrolled in the schools but will more money be forthcoming? So far, inflation and the taxpayer's reluctance to raise taxes have resulted in diminished, rather than increased, levels of service in many school districts. Public library revenues have been similarly affected.

In order to obtain the funds for library programs for children and young adults, some new approaches must be considered. First, state and national professional associations are organizing politically so that they communicate their needs and draft new legislation so as to tap the changing sources of taxable wealth. As the tax base moves from personal and real property at the local level to income tax at the state and national level, users of public funds must relate to a new group of determiners for their budget requirements. Instead of applying to local units of government where face-to-face contacts have been made in the past, librarians must now make their budget needs known to state and federal legislators.

Many of us are reluctant to do this. We consider lobbying a tainted activity because of its association with special interest groups such as businesses, individuals seeking under-the-table favors, or professionals concerned less with the people they serve than with their own welfare. However, we can no longer afford the comfort of noninvolvement.

There are in this session of the Illinois General Assembly 269 lobbyists registered with the Secretary of State, thirty-three more than the 236 legislators in both Houses. They represent school boards, taxpayers' associations, farmers, manufacturers, labor unions, physicians, businessmen, teachers, and many other special interest groups. They are there because lobbying is an effective way to call attention to the needs of their petitioners and to get legislation enacted favorable to their interests. If we, as librarians, do not become knowledgeable in the ways of politics, we will not be able to compete for the dollars by which our programs are financed or function fully in an open society.

For the most part, our legislators are conscientious and work hard. They are responsive to the people they represent in government. They usually want to be reelected so they are pleasant to their constituents and desire to support legislation of benefit to the public. It is up to us to open communication with our legislators, to study the issues and to propose change. Accountability is a built-in feature of the democratic process. In the words of Adlai Stevenson: "Your public servants serve you right."

Librarians can become an effective lobbying force. They are members of both parties. They are located in every legislative district throughout the

Both public and school libraries are broadening the scope of their collections.

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state in proportion to the general population. They are intelligent, educated and articulate people who are trained to collect facts and information. They represent a group of patrons whose interests are the public good. They are rather easily organized for concerted action through an existing professional structure at the state and national level. Do they care enough? Political activity is carried on beyond the normal working day and on the financial resources of each individual.

During 1973-1974, the Illinois Library Association organized for political activity through the library systems. This network is tied in with the national network and the ILA's Public Relations Committee which is responsible for year-round publicity and National Library Week activities. Over one thousand people attended Legislation Day in Springfield on April 24, 1974. The day's program was a means by which legislators, librarians, and citizens became aware of media services provided by the State Library; the Office of the Superintendent of Public Instruction; universities; community colleges; public; school; system; and special libraries. This is the second Legislation Day in Illinois and it may become a yearly event.

Related to the search for new sources of revenue is the need for more money to run library programs. Library services cost more because of inflation; a better qualified and higher paid staff; expanding services; and a multimedia collection that may include games, realia, sculpture and other art works, pets, and a variety of audiovisual materials. Furthermore, many of these newer materials require special handling and present unique storage problems. This leads to a demand for larger quarters, more personnel, and new facilities.

Both public and school libraries are broadening the scope of their collections. Materials for children on new subjects appear in response to requests to publishers and producers from librarians and the general public. The most important subject in the curriculum last year was human relations: equality of the sexes, Black pride, shared decision making, values, dealing with one's emotions, the plight of the aging, political power.

Until recently, little was available for young children on the subject of death although children have always had to deal in their own lives with the death of a parent, sibling, relative, or friend. There now are good books and audiovisual materials that help to open up this topic for discussion. A friend who recently lost her young husband through leukemia had a ten-year-old daughter whose class saw and discussed the film, "The Day Grandpa Died," produced by Bailey, Films Associated. During the illness and death of her father, the girl's friends were sympathetic and considerate to the extent that they did not actually talk about the tragedy. With the showing of the film, the class discussed what it meant to lose someone dear to you. The grieving child did not participate, but she felt at last that her friends were telling her indirectly that they understood and empathized with her. The television program, "I Heard the Owl Call My Name," based on the book of the same title by Margaret Craven, was used in the classroom at the secondary level. "Annie and the Old One" by Miska Miles is a title for primary-age children that treats of the death of a grandmother in an Indian cultural setting, and "A Taste of Blackberries" by Doris Smith explores the grief and guilt of a boy whose best friend dies as a result of a prank.

Children fantasize about what they are going to be when they grow up, as do their parents for them. Because earning a living is expected of every successful individual and is necessary for each person's own happiness as well as those concerned for him, assurance of economic competency for their offspring is of immense importance to the total adult community. Because an exploration of career alternatives at an early age seems to be indicated, children five through eight years of age are being introduced in primary school to the world of work. Children may or may not appreciate the approach used which describes various jobs with some attention to the symbiotic relationship of the occupation to the rest of the community. From the child's point of view, this may be somewhat removed from his "When I grow up, I'm going to be . . ." day-dreaming. Recently more creative materials are being produced. Films, Inc., provides a good film series containing career information along with the social studies lesson. This approach initiates awareness in a natural life-linked way. New career options for women and work as an expression of self-fulfillment are treated in other new materials.

Additional subjects that are being studied at an earlier age are drugs, alcoholism, and smoking. Many authorities in sex education think that children should be aware of the basic concepts regarding reproduction by the time they are three. Although the period of dependency for youth has been lengthened, their needs for information and mature judgment in order to cope with a complex and rapidly changing environment are increasing. Children may experience divorce, desertion, and child abuse as well as other forms of violence at an early age. Coming to terms with these events vicariously through books, films, and discussion assists in a gradual acceptance and adjustment.

It is a difficult time to be a parent, too. If the children's department could provide a section for fathers and mothers on parenting, these materials would be more noticeable and accessible than when shelved in the general adult collection. Regularly scheduled group meetings for parents in the library are sometimes organized with the cooperation of family education specialists so that parents can discuss their reading and the problems of family and school adjustment faced by their children.

Alternative schools meet in unusual places — store fronts, abandoned schools, old houses — and desperately need materials of instruction. Because these schools do not follow a traditional curriculum, the public library is a natural source of information, and cultural and recreational reading. Meeting rooms for these students, assistance in using the library, opportunities for volunteer work-study programs, and information as to resource people available in the community would be appreciated by students and staff of community or open schools.

Many of the family's traditional responsibilities are being transferred from the family to our major institutions. In many ways, our society is becoming more collective. Youthful deviates of all types, juvenile delinquents, the emotionally disturbed, the socially maladjusted, are being de-institutionalized and returned to their home communities. The nuclear family may be unable to deal with these children so that their reintegration into school and community becomes the responsibility and concern of all. Churches, community centers, alternative schools, peer groups, social workers, the police, and other agencies and individuals should be aware of and cooperative in meeting the needs of these children. Young adult librarians although not readily recognized as allies, can be helpful in assimilating these disturbed youth into the community. They should be involved in services to youth in jails, orphanages, and detention centers and they should present budget requests for assisting the centers located within the library's service area each year in fulfilling these needs for media resources.

I am sure that public librarians see changes in children as the young react to a rapidly changing world. Schools have changed significantly within the last two decades. In present day schools, there is less reliance on the teacher as a source of information, less use of a single textbook or any textbook at all, less total group participation in a single activity. Subject matter is stressed less and process more. Less time is spent by pupils learning facts and memorizing by rote. There is greater emphasis on teaching the methods of inquiry, on thinking and reasoning processes, more experimentation, and more independent study. More students are graduating from high school because a high school diploma is a necessity in getting a job. Schools are less elitist than they were. This requires a modification of the traditional high school program or great tension, frustrations, turmoil, and disruption occur.

Classes are organized in new ways, including individual and small group instruction, team teaching, and multi-age grouping. Sometimes there is a choice between traditional, somewhat structured, and open classrooms with an attempt to match the student's learning style with the teacher. Often the instructor is a coordinator, guide, and facilitator for learning rather than an authority figure, a lecturer, and a tester. Sometimes the students interview and choose their own teachers.

In schools where children learn to take responsibility for their own learning, they become participants in the total learning process. Consequently, their expectations for involvement in other settings are greater. When they come to the public library, they want to be an active part of it. Children's librarians can capitalize on this willingness to participate by getting the children involved in programing. An advisory council of young people to plan the schedule of events for the children's department is one way to start.

Improved school libraries also affect the use of children's and young adult collections in public libraries. With the addition of professional staff in elementary and secondary schools, opportunities for cooperation between school and public libraries in providing expanded services are possible.

Public and school librarians can meet to plan joint ventures whereby the public librarians get into the schools, and school children, teachers, and librarians get into public libraries more frequently. If the school librarians have in-service days on a regular basis, a list of these dates can be provided for the public librarians with an invitation to join them. Public library promotional programs can be brought to the schools where there is access to the unserved. Class visits throughout the year, but especially preceding summer vacation, so that children can obtain library cards and become acquainted with the public librarians are mutually beneficial. Teachers regret the traditional loss in achievement in reading and other skills during the summer months; keeping children reading all year prevents this. Cultivating an enjoyment of fine children's literature and a habit of library use are higher aims.

In Urbana, children in the elementary libraries participate each year in the Battle of Books, a contest modeled on the College Bowl. Children write questions on their favorite books and submit them for use in the quiz game. The object is to identify the book from a description of its plot or characters. Extra points are given for identification of the author. The Urbana Free Library held the final Battle of Books contest between schools on three succeeding Saturdays. This provided neutral ground and an impartial moderator. The public library also furnished handsome plaques for the winning team and runners-up.

In addition to cooperation for expanded programs for more children, larger units of service may lead to economy of operation. In Champaign County, all schools belong to the Champaign County Film Cooperative. About 30,000 pupils are served through this facility, which is supported through an assessment of $1.50 per pupil. Because there is a systems film service in the same city as this school film cooperative, an exploration of a gradual blending of the two operations seems to be practical and desirable. Cooperative cataloging and processing centers are in existence in some parts of the state and should be available in other population centers. Materials inspection centers serve a useful purpose if conveniently located. Many of us look forward to the day when all libraries, including those in schools, become a part of the state network. Where school library collections are well established, schools are already capable of fully contributing membership in this network. They are particularly strong in audiovisual materials because they have had to respond to the needs of those users in schools who lack functional literacy.

Recognition of the importance of evaluation in program development is another trend in library service to people of all ages. Instead of evaluation being at the end of the year or at the termination of a special project as was done formerly, a design for evaluation from conception of a program is pro forma with continuous evaluation and receptivity to modification of the original plan based on these findings as the project progresses.

Much of the content of this paper has been an effort toward linking library goals and objectives to the overall needs and desires of the total community. A recent study reported by the Kettering Foundation listed the following components of community life significant in the assessment of citizen satisfaction with their city: local government, public services, transportation, local resources, neighborhoods, political activity, and overall quality of life.

These components can, with modification, be translated into aspects of program planning: the administrative structure; the library program; delivery services; the collection, equipment and facilities; the population being served; public relations, including political activity; and administrative climate.

In this same study were found a possible forty factors that make a city successful as far as its residents' satisfaction indicates. Among these were the following ten: an awareness of the city's history; a long-range planning system; organizations that provide personal associations for its citizens; effective problem solving through human interaction; freedom to take risks and fail as the price of growth; effective political processes; patterns of cooperation on the part of community leaders; public participation in the decision-making process; a sense of security and belonging by citizens; and, access to communication devices.

The factors that contribute to making a city a good place to live have implications for planning and evaluation both within the library as related to employee satisfaction and productivity and externally as related to user gratification. Again, although the budget crunch has affected cities more than any other unit of government, the emphasis on evaluation is not quantitative but rather quality of life. Whether the organization being studied is a business with a profit motive, a school concerned with learning, or a public library desiring a large percentage of its citizens using its services, success seems to depend on the commitment of employees to the institution's goals and objectives, honest communication, and a climate for personal initiative and individual development.

The sheer delight of learning from birth to death, the opportunities for meaningful relationships in library service, and the diversity and range of programs open to those who work with children and young adults are the real rewards of being a children's librarian.

No one knows the future because no one has been there. The present decade will undoubtedly bring many new problems in addition to those we already know. But the social role of the librarian has never been as accepted as today. So, catch the brass ring! Challenges and opportunities for personal growth and service to people with a need to know, to feel, and to do have never been more promising.

complimenting and cooperating! total library service to children through maximum use of the children's room and the media center

valerie j. downes
director
media services
j. sterling morton high school district
cicero

The future of library services to children is flourishing! Does that sound a bit too optimistic in these days of financial stress? Cutbacks in federal funding of library programs . . . federal revenue sharing programs in which libraries have to fight for every penny . . . veto of the Instructional Media and Services Act by the Governor.

The programs are flourishing because of the dedication of the people involved in them. Yes, the financial picture is grim. But without the selfless and tireless work of librarians it would be much worse. These are the people that rallied the support at the grass roots level for the funding of Title II of the Elementary and Secondary Education Act. These are the people that pushed the Instructional Media and Services Act through the Illinois Legislature, only to be vetoed at the Governor's desk.

These are the folks who are courageous enough to enlarge their own service patterns, develop understanding of new media, and organize cooperative and alternative programs. All kinds of exciting things are taking place in libraries without additional finances or people, thanks to these creative, energetic people.

The library profession does not want to be accused of duplication of effort and waste of taxpayer's money. In the arena of children's services, the school media specialist and the children's librarian are supplementing rather than duplicating each others work.

Let us take a look at what is happening in children's rooms of public libraries and media centers in public schools. Then let us explore the possibilities of these two agencies working together for the enrichment of the total child.

The children's room in a public library is a unique, special place for a child. Here, freed from the pressures of research, term papers, and homework, the child can brouse, and dream, and sit quietly. He can search the shelves for his own private interests . . . he can read a book that appeals to him, but is too easy, without being laughed at by his classmates . . . he can struggle through a book that is much too difficult, but interesting. He might even find a record or a filmstrip of his favorite book.

He can also practice the research skills that he learned in school and thrill to the different collection of periodicals, reference books, and audiovisual materials. He can discover new items that "his own" library does not have.

Here he can learn the valuable lesson of transfer of learning. Yes, the card catalog is arranged in the same manner. Yes, this book has the same call number here as it does in "his own" library. And, here is a book he has never seen on his favorite subject. And lo and behold — here is one of his favorite books — an old friend!

In the children's room, the child can participate in the wonder of the world of literature through story hours, puppet shows, book and booktalks. Maybe he can even participate in a program through a play, book discussion, or photography exhibit.

School librarians have had to become so objective oriented and curriculum conscious that sometimes the excitement of literature has to take a back seat to the thrill of the search . . . curriculum oriented research, that is!

Here he can make new friends of students from other schools. Here he can introduce his preschool sister to the love of reading. Here he can help his parents or big brother select materials.

Here is another chance for him to get hooked on books if for some reason he is turned off by his school media center. The children's room of the public library is the place where children of all ages can thrill to the beauty of quality literature selected just for their enjoyment and growth. Here the skills and knowledges of that elusive, difficult to measure, affective domain can be developed. Of course, in this well balanced collection, curriculum oriented materials in the cognitive and psycomotor domains will also be included in the collection. But these materials will be selected solely for their quality as literature, rather than because they fill a specific curricular gap.

Children's library services offer a wide selection of materials to meet the intellectual, emotional, recreational, aesthetic, and educational needs of children.

Besides a fine collection of print materials, public libraries now circulate audiovisual materials, study prints, art prints, and in some instances, toys and pets. In children's rooms, materials are available for parents concerning the reading habits of their children.

In most cases, the school media center can meet the routine curricular needs of students, thanks to Title II of the Elementary and Secondary Education Act.

Public libraries can now develop collections of greater depth, rather than having to stock multiple copies of a title because of a curriculum need. This is the place for those stunning, unusual items that often have to be overlooked in the school media center selection because of the necessity for curriculum related materials.

Beautiful interpretations of the finest quality work in children's literature is now available in audiovisual format. These items add yet another dimension to storyhours, as well as provide enjoyment in individual viewing and listening.

Services to the preschool child include multimedia storyhours and puppet shows. Programs for parents of these preschoolers are gaining in popularity. In one library, parents are taught how to assemble educational toys.

Programs for parents which help them understand the reading habits of children and which introduce them to the finest in children's literature are considered essential services.

Children's librarians have made basic contributions to the total genre of children's literature. The comment Helen Sattley has made concerning the children's departments in New York Public Library can be expanded to include a children's room throughout the country. "The three local public libraries (New York, Brooklyn, and Queens) have children's departments with excellent reputations that have consistently encouraged high standards in children's publishing; that have helped to create through reviewing, listing, lecturing, and teaching, the body that is known as children's literature."[1]

Looking to the future, special children's services are now being developed for children in institutions and urban areas. Materials are being produced and purchased for the handicapped child. At a time when children's services were an important part of the public library program, one-half of the school systems did not have centralized libraries in their schools. In fact, in 1959, only 50.4 percent of the school systems with 150 or more students had centralized libraries. Only 34.1 percent of the elementary schools had them. By 1963, 58.9 percent of the school systems with a population of 150 or more had centralized libraries. The figure had risen to 44.4 percent for the elementary schools.[2] Through the impetus of the Elementary and Secondary Education Act of 1965 which provided millions of dollars for school library "62,000 elementary school libraries were expanded and over 35,000 centralized libraries were established in public elementary schools."[3]

In 1959, those schools that had libraries consisted primarily of collections of books to support the academic subjects. The elementary school libraries emphasized and supported the reading program. In these schools, the librarian (if there was one) or the teachers conducted story hours and taught library skills. For the most part, these libraries were separate places in the school *doubling as* study and detention halls. The 1960 "Standards for School Library Programs" stressed the vital role that a school library must play in the educational program. As Frances Henne said, "Good schools, very good schools and excellent schools all need excellent libraries. Inferior schools need excellent libraries too, to overcome the omissions of the curriculum and to compensate for the poor instructional program."[4]

At this time, organizational changes in schools that would directly affect the role of the school library were being discussed. These concepts included individualized instruction, team teaching, and ungraded schools. Special curricular programs were being introduced for the "exceptional" child.

The goal of the 1969 Standards for School Media Programs is to "best aid the schools in implementing their educational goals and instructional programs."[5]

In this publication, the terms "media program, media specialist and media center" are used to identify the unified audiovisual and library program. The media program is identified as a resource for learning and a resource for teaching, providing the following services:

> Consult services to improve learning, instruction, and the use of media resources and facilities.
>
> Instruction to improve learning through the use of printed and audiovisual resources.
>
> Information on new educational developments.
>
> New materials created and produced to suit special needs of students and teachers.

Materials for class instruction and individual investigation and exploration.

Efficient working areas for students, faculty, and media staff.

Equipment to convey materials to the student and teacher.[6]

By now the role of the school librarian has evolved into that of a media specialist, working as an integral part of a teaching team. In this role, she is concerned with individualized instruction, team teaching, technology, and instructional design. She is vitally involved in the selection of the best in available media so as to develop the media center as the "hub" of the school as a resource for students, teachers, parents, and administrators.

These important activities leave her little time for the stimulation and guidance of the reading habits of children. Of course, appropriate fiction titles are included in the preparation of learning packages. But no longer can she devote the hours needed to develop and present a special story hour. Nor does she have as much time as she would like to help each child find just the right book for his needs.

So while it might be desirable to be all things to all people, in these days of expanded educational and social programs, the time is not available to reach this dubious goal. Like it or not, the school media center has evolved into a curriculum workroom, while the children's room has become the escape into fantasy.

Everyone is talking about cooperation and coordination of informational services. Formal interlibrary cooperation is a complicated procedure requiring, in part, clear objectives, legal and administrative support, and equality of collection and staff. The difficulties and rewards of cooperation have been discussed in the literature for many years. In fact, the issues of *Illinois Libraries* of April 1970 and May 1972 were devoted to this subject. Many suggestions and experiences are available for those that are interested.

Two experiments on the national scene that will be of special interest to school and children's librarians are taking place in Olney, Texas, and Philadelphia.

North Texas State University has received a demonstration and research grant from United States Office of Education for a three year study of the problems involved in merging the functions and services of public and school libraries in the community of Olney with a population of 4,000 people.[7]

"The Philadelphia Project: Action Library," has as its sole purpose the development of ways to bridge the gap between young people and learning resources within the inner city through yet another agency — a new community learning center staffed by teachers, librarians, parents, and other specialists.[8]

Let us look at a hypothetical example of a type of informal cooperation that could take place based on the concept that the children's room and media center each make an essential but different contribution to a child's growth.

Bicenntenial Celebrations! What a wonderful contribution could be made to the community if school media specialists and children's librarians planned together for this *total* year of celebration. Some phase of American History is studied by all students in school at one point or another during the year. Through careful planning, the total public — students and adults — could share the experiences of 1776 in 1976!

Various types of presentations could be organized. Theater classes in the schools, Little Theater groups in the community could be asked to perform, using the Bicenntenial Celebration as a theme. Resource people could be asked to speak on pertinent subjects. These performances could be introduced by a librarian who could say a word or two about related materials that are available for use. A bibliography of pertinent materials could be passed out with the program.

These activities should take place in both the schools and public libraries. After all, both institutions are tax-supported. The citizens should be able to use all the facilities for which they are paying. Displays should be made by the children and used in the halls of schools, public libraries, stores, and movie theaters.

What a year for historical fiction, biography, as well as factual accounts of the period, and all the other nonfiction materials available. What a year for the proliferation of audiovisual story hours. A well traveled member of the community would be flattered to coordinate his slides to a book talk. A musician would enjoy setting a story to music and maybe even participating in the program!

Stories based on research could be written, learned, and told by students to others.

The possibilities of this kind of an approach to cooperation are limited only by the imagination and enthusiasm of the participants.

This approach to cooperation, utilizing the strengths of the media center and its place in the curriculum and the contributions the services of the children's room makes to the development of a child's imagination, is a viable way of showing the public how each service is unique, but complementary to the other, and necessary for the total development of their greatest resource — their children.

Footnotes

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[1] Helen R. Stattley, "Run Twice as Fast: Service to Children," *American Libraries*, (September 1971), 847.

[2] Richard L. Darling, "School Libraries and Curriculum Reform," *American Libraries*, (July/August 1972), 753.

[3] "School Libraries in the United States" (report prepared for the National Advisory Commission on Libraries, 1967), p. 6, ERIC, ED022 485.

[4] Frances Henne, "Toward Excellence in School Library Programs," *New Definitions of School Library Services*, ed. Sara Fenwick (Chicago: University of Chicago Press, 1960), p.90.

[5] *Standards for School Media Programs*, (Chicago: American Library Association, 1969), p. x.

[6] Ibid., p. 4.

[7] James A. Kitchens, "Merger Without Jeopardy: An Overview of the Olney Project," *Total Community Library Service*, ed. Guy Garrison (Chicago: American Library Association, 1973), pp. 122-128.

[8] Lowell A. Martin, "The Philadelphia Project: The Action Library, Its Purpose and Programs," *Total Community Library Service*, ed. Guy Garrison (Chicago: American Library Association, 1973), pp. 129-135.

the crisis of success in public library work with children

ruth w. gregory
librarian
waukegan public library
waukegan

Since 1950 children's librarianship has carried the mantle of being "the classic success of the public library."[1] It is clear to many library trustees and library consultants that work with children has made a strong and visible contribution to the growing stature of the public library in small and medium-sized communities. Children's librarians on a national level have shared in the reworking of the goals of the public library.[2] The Children's Services Division's publication *Top of the News* is respected by administrators and others on the periphery of the children's field for its readability and practicality.

Despite these and other achievements, a universal satisfaction with the outstanding record of children's services is tempered by some uneasiness about the future. A few vocal children's librarians consider the future to be so uncertain as to constitute a crisis. Others view change as a challenge.

The ideas and happenings which generate uneasiness are many. There is the New York Commission proposal to transfer all children's services to school libraries. There are population projections which suggest a drop in the birth rate with the consequence of a different kind of population mix to be served by libraries in the future. There are serious budgetary concerns for all types of libraries. There is talk about new priorities. There are metropolitan libraries in which the philosophy of service has moved to a near-total dedication to the adult service function. Emerging library system developments designed to break down barriers to a total coordination of library resources and services for children in a community still raise questions in the ranks of both school and children's librarians.

Talk of changing organization of service always produces reactions. A prime benefit is that even the threat of change places upon the children's librarians the obligation of assuming a leadership role in the examination of and planning for new directions. Administrators who are exposed to shop talk about children's services are bemused or intrigued by contradictory viewpoints on new directions. There is the position, for instance, of the spokesman for a large city children's services department who considers the traditional children's room to be obsolete.[3] On the other hand, there are children's librarians who maintain that the future must evolve through building on the strength of present goals, organization, and resources combined with the skillful use of management techniques.

Ruth Tarbox, former Executive Secretary of the ALA Children's Services Division, pointed out, in a statement prepared for the National Commission on Libraries and Information in September 1972, that "genuine progress in finding new directions to reach and serve children of the 'seventies' is too frequently hindered by inflexibility, mediocrity and a lack of intelligent and realistic understanding of purpose and method."[4]

Inflexibility, mediocrity, and a lack of understanding are words that should place administrators, children's librarians, and all other library personnel on the alert. These words, and their implications, are not compatible with the expectation that the profession is about to move into a position to provide quality service at all levels and in all communities. A charge that the administration of any department reflects rigidity or deficiencies of serious consequence carries with it an insistence that an evaluation of the status quo is in order.

Therefore, it seems essential that all librarians who have a responsibility for a specialization use every possible means to understand the values of contributing to management. At the very minimum, children's librarians, for example, must learn how to anticipate the type of information that is needed at administrative or board levels for decision-making related to budget allocations for children's services. They must develop the patience to interpret and reinterpret the goals, the programs, and the changing needs of the children's department. As one young administrator has said, "I look forward to the day when my staff will communicate, when we can have real dialogues and each one will know that a counter-argument is not tantamount to a rejection of an idea." His comments reinforce one of the basic elements in management, an administrator-staff appreciation of communication as an interchange of information and judgments essential to decision-making. As has been said so many times, communication is a responsibility of every person who serves in a library.

A priority step in the management of a children's department, and the most obvious, is to make frequent appraisals of the written objectives of the department. The objectives of a children's department are special-purpose goals designed to meet the identified needs of children in the variable socioeconomic situations which make up a community. These departmental objectives are unique but they do not stand alone. They are a part of the overall objectives of the library as a service institution. The chief administrator of a library welcomes the initiation of discussions on the evolution of the objectives of a department by the people who are responsible for the work of that department.

An equally important priority step is the purposeful recognition and response to those services which are very special to the children's field. A single illustration of such a distinctive service is oral storytelling. In most communities there is no one but the children's librarian who has the knowledge of folklore and the skill to carry on the great tradition of storytelling. However, there is some evidence of a trend to restrict the story hour to a preschool level or to replace the heritage of storytelling with film showings or other types of entertainment programs designed to attract crowds. There is no question about the popularity of audiovisual programming. There is also no question about the capability of churches, schools, recreation departments, and other agencies to handle such programming as competently as does the public library. It is suggested that children's librarians evaluate their programs and plan to place a major refocus on demonstrating the unusual talents which are singularly their own through training and experience.

The one professional task which is recognized to be the highest prerogative of trained children's librarians is the selection of children's books. Under ordinary circumstances there is no one else on the staff of a small or medium-sized library who has a specialized background in children's literature. Selection in this field has become a great responsibility and a wonderful opportunity. It is the children's librarians' major chance to fight mediocrity. It is the area in which they may exercise an unchallenged authority to maintain quality. All librarians have to make choices in a world overwhelmed by print. The children's librarians have a preferred position in choosing only the excellent to excite young minds with great ideas and a cultural heritage that will last for a lifetime. If they do not exercise their prerogatives for discriminating selection, children's librarians diminish their image and do a disservice to the children they are pledged to serve. It has been pointed out that the children's librarian who chooses poor quality materials for the sake of popularity is not even needed.

A patronizing term associated with children's books is "kiddy lit." It seems to be used primarily by individuals taking courses in children's literature. It is not used affectionately, but with condescension. Children's librarians can help wipe that expression out of present-day vocabularies. Children's books contribute to the richness of the total resources of mankind. It is not necessary to point out that children's collections include some of the greatest of the classics. It does seem necessary to remind people that modern children's books frequently present the clearest explanations of scientific theories or natural phenomena based on new knowledge. Children's librarians have a real opportunity to demonstrate to their fellow workers and to the public the fact that children's books contribute greatly to an understanding of the world in which we live. They may be used advantageously at all age and reading interest levels.

The guidelines in the Illinois Library Association Standards, "Measures of Quality," suggest that 30 percent of the book budget be allocated to the purchase of children's books. This is a suggestion only, and local circumstances and needs may raise that percentage. For example, the allocation at the Waukegan Public Library for the last three years has ranged from 34 to 55 percent. The percentage range was determined, not by arbitrary allocations or in competition with other departments, but on the book needs of the children in a multi-faceted and changing community. The needs were identified by the boys and girls department in collaboration with the bookmobile staff who serve neighborhoods. The plans were approved because they were supported by thorough justifications. Underscoring all elements of the proposals was administrative confidence that the philosophy of the department is centered on quality.

There seems to be some apprehension about the adequacy of funding children's departments in the future. There are some who claim that children's librarians will be an endangered species in periods of tight budgets or a tax freeze. It should be pointed out that there is no solid evidence of a trend toward unfavorable budgetary treatment of a boys and girls department in small and medium-sized libraries. However, there is a trend toward accountability. There is a trend toward expecting a sound rationale for the introduction of new programs.

This means that a very important step in the administration of a children's department is learning the techniques to sell a program to the people who have the power to fund it. It is possible that children's librarians, and other staff members, first became disillusioned with administrators when an idea they thought great was not accepted. The truth is that the best of innovative proposals requires more backing than verbalized enthusiasm. Administrators, and particularly those under pressure for many new service demands, need documentation on the purpose of a program, its cost in terms of materials, staffing, and operating time. In addition, the plan must indicate how the program may be evaluated. A plan with such elements becomes an instrument of communication and is respected by budget-planners.

The major factor which unites administrators and children's librarians is a conviction that the public library's most important goal is excellence in service to the individual as a single person or as a member of a group. Naturally, a children's librarian seeks abundance and richness in a collection to serve the individual child. Administrators expect a staff in a children's department to get the most out of their collection regardless of its size. They look to children's librarians to share their knowledge of books and children with their fellow librarians in other departments in the interest of excellence in total service. Children's librarians, in the eyes of an administrator, are not separate beings; they are an integral part of the human resources so necessary in the effective use of library materials in any community.

There is every reason to expect that public library work with children will continue to be a great success. Undoubtedly there will be change, but change is not a crisis, nor is it necessarily a threat. There will always be children who need and delight in books. There will always be a need for children's librarians with an enthusiasm for books and a gift for responding to a child's interests. There is also a need for more children's librarians who are willing to grow with their administrators in the art of planning and promoting the finest in coordinated library service for the community.

Footnotes

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[1] Robert D. Leigh, *The Public Library in the United States*, Columbia University Press, 1950, pp. 99-100.

[2] "Community Library Services: Working Papers on Goals and Guidelines," *School Library Journal* (September 1973), p. 26.

[3] Rose Levenson, in Trezza, Alphonse F. comp. *In Our Opinion*, Illinois State Library, 1973, p. 148.

[4] Ruth W. Tarbox, in Trezza, Alphonse F. comp. *In Our Opinion*, Illinois State Library, 1973, p. 247.

lobbying for librarians

alice b. ihrig
president
illinois library association

If "lobbying" were not a word sometimes associated with undue influence and suspect activities, there would be no need for an article on "Lobbying for Librarians." Given respectability, lobbying would have been adopted by librarians long ago. And librarians are not the only well-intentioned group feeling the need to identify the special kind of "lobbying" deemed suitable for those who feel their cause is righteous, their intentions honorable.

It is a measure of the "halo effect" libraries enjoy that librarians and trustees want to be regarded as "good" — and thereby miss many opportunities to push for the legislation needed to help their patrons to better library service.

The remedy for the reluctance to take the field for libraries lies in a better understanding of the legislative process, the elective process, and the lobbying process.

Legislative bodies, including the Illinois General Assembly, the Congress of the United States, village and city boards and councils, and school boards, are supposed to be representative bodies listening to the people for clues to problems and solutions. These bodies function best when they are watched; they are made to be influenced. When neglected, they lose the stimulating effect of hearing many sides on many problems.

The elective process is what fills legislative bodies with human beings. Voting is only the end product of what should be a lively selection process. It is vital that persons interested in legislation take an interest in who is chosen to work out those laws and policies.

The lobbying process is the way ideas are exposed and supported or attacked to members of the legislative bodies. It is a showing of concern, a supplying of information, a spur to discussion, and an essential element in the job of getting elected officials to listen to ideas that can be melded into law.

When a librarian writes to a congressman in support of a bill to hold a White House Conference on Libraries — that's lobbying.

When a library trustee hints that he would like to be reappointed to the library board — that's lobbying.

When the Illinois Library Association says it's time to work for better school libraries (under whatever title they wear today) and finds sponsors and supporters for its bill — that's lobbying.

In fact, your kids lobby for later hours, your neighbors for bike paths, the garden clubs for beautification, and churches for special parking rules on Sundays. Lobbying is the art of getting what you want from those who have the power to grant it. Reputable lobbying is asking for something that has merit. Successful lobbying is getting what you want. Lobbying that satisfies the library world is getting action that moves us closer to goals of better library service for all.

However, it's important to be sure that the law you love and lobby for is good. It's incumbent on the library community to work for real progress. Then use every decent lobbying device you can muster!

Before you can lobby with your self-respect intact, you'll need to review the legislative process to understand *how* to make your points and *when* to work on them.

The glossary included in this article is a convenient reference, but your interests will lead you to the wealth of books and materials on the subject in your library. We will use the General Assembly as our model.

We will assume, to start, that you know:

1) When and where the legislative body meets.

2) The names, addresses and phone numbers of your (three) representatives and (one) senator.

3) The names of members of the committees which will deal with your legislation.

4) A source of information on the status of library bills: the system headquarters, the Illinois Library Association, the office of the Secretary of State, a volunteer member of the ILA legislative network.

5) The contents and implications of the bill or bills on which you wish to lobby.

To begin, look at your lobbying efforts as both individual — contributing what you know — and collective — working closely with your library group. If you chose to go it alone, at least touch base with, for example, ILA, so that you are aware of developments and the group knows you are ready and willing to be involved.

Start by asking what should be done at the time you enter upon the scene. The best lobbying comes from long periods of knowing your legislators so that they know you, but you may not have the luxury of this relationship when you decide to become involved. So begin with identification. Pick up the phone when a legislator is at home and identify you and your interests to him or her. Don't run on — but offer to follow up with a letter pinning down the points you want to make. And do it. But watch that call. You will be asking your representative to be knowledgeable on a bill which is one among many (like about 6000!) Unless it's controversial, he's unlikely to have instant recall. Don't expect a promise or even a knowing response. After all, you are the lobbyist, and it's your job to educate.

Don't wait to write the follow-up letter. Reinforce your preliminary points with facts. Tell of the value of the bill to your library and the community you share. What is the effect on the representative's constituents? Who else supports the ideas of the bill? How does the bill fit into the representative's legislative history?

The best lobbying letters are factual but attractive. They explain the effect and sell the benefits. They never threaten or coerce, but neither do they beg. And the best letters get filed because they give the legislator arguments (s)he can use in discussion at the committee level or debate on the floor.

But you need to know that most bills receive very little committee or floor attention. It is practice in Springfield to have a staff analysis made of bills to be acted upon by committees. Here enters a different level of lobbying, one best done by a lobbyist spending much time in the capitol. Increasingly, committee staff influence the passage of bills, and it is well to supply them with the material for making a recommendation.

But passage of a bill still rests with those who have the votes, and if they are convinced, there will be affirmative action. The decision to vote for your bill is thus made up of political elements: who is the sponsor of the bill? How many constituents are interested? What groups are in support? Is the affected department of government in accord?

These questions open new lobbying levels. If you are asking that a bill be introduced, as ILA does, the choice of sponsor is important, for legislatures respect the experts and look with favor on bills sponsored by those who have specialized in the field and speak with both subject and political knowledge. The advice of a sponsor is to be followed: (s)he will know when it's time to push and when to back off.

Relevant group support is important, and it's part of the lobbying effort to form coalitions. And in lobbying individually, it's good strategy to ask your friends and members of your groups to write reinforcing letters. Example: As a school librarian, you have urged passage of a bill to give support to media centers. Now ask a teacher to put her viewpoint in writing. See that student aides know that they and their parents can write. Seek out the PTA library chairman. Go to a school board member. Explain your need for help to the public library staff. Tap your church leaders. Build a list of friends who have talked libraries with you and are willing to follow your lead because they trust you.

The single phone call and the lone letter cannot do the job unless you enjoy unusual prestige with the legislator. Follow-up is essential, and knowing the fine line between harrassment and friendly persuasion is part of learning to lobby. Generally, it is flattering to a legislator to have your call — especially when you display knowledge of his other interests. Comment on a favorite project of his when you reinforce your support for that library bill. Write when you have something to add, and make your points succinct. And go to Springfield if you can, because it is there that you absorb the atmosphere which makes lobbying come alive.

If you haven't visited a state house since the mandatory eighth grade excursion, you may react in varying ways to the chaos and confusion. A session is not a dignified, quiet demonstration of democracy in action; it is likely to have some of the elements of a three-ring circus as you try to follow the chair, appreciate the caucusing and spot the lobbying which legislators do to one another. On your first trip, plan to spend most of your time in direct consultation with your own representatives, who will leave the floor to meet you if you send in a note through the doorman, or who will invite you to a hard-to-find office. On this personal encounter, be brief but positive. Let the representatives know that you have come to promote your project, but that you are interested in what is going on, the progress of other bills, and their opinions of the session. And it won't hurt to ask one what you can do to be effective for your bill.

We have been speaking of support for a bill or bills, which demands a specific lobbying effort that is informative, timely, and persistent. But lobbying doesn't work unless you make it a continuous process. There must be *some* bill that interests you other than the library laws. It's O.K. to be the specialist in one area and still display interest and knowledge in another. The surest way to qualm any negative feelings you may have about being a lobbyist is to be an interested citizen all the time. Then you have demonstrated concerns beyond your own field, beyond your career, beyond your profession.

And what do you do when you fail — when your best arguments are not enough? First, analyze the failure. Was the bill premature, an idea that needs to ripen? Was the support inadequate to persuade the legislators? Was the information supplied too little — or too late? Was the competition for funds too great?

And you have the right to ask also if your legislators were appropriately serious about the subject. If you knew they should have worked harder, you have a right to consider the ultimate step: replacement of your representatives. This does not mean a vendetta — but it may mean that you will wish to become involved in working for a candidate, and, at least, ask potential candidates about how they stand on issues that interest you and your colleagues.

For representative government carries two responsibilities for the elected official: a voting record that reflects his best knowledge and study of the problems, and a study process that listens to constituent ideas. Your representatives should not be expected to vote "your way" all the time; they should be expected to explain why they support or oppose legislation. It is part of their accountability to justify and discuss their actions as your representative.

Summary

While each person must lobby in his own style, (s)he can learn from the experiences of others. These principles of lobbying are offered as one lobbyist's guidelines.

1) Respect your own ideas, and those of organizations in which you work, enough to be willing to share them through the lobbying process.

2) Know your subject matter and present it succinctly and completely to the legislators and to others who can help put the ideas into laws.

3) Lobby on a timely basis — from planning your effort through reinforcing your points as the bill moves along.

4) Be forceful but not frightening. Facts eventually persuade.

5) Expect a response from the legislators and use their reactions to improve your recommendations.

6) Build a continuing relationship with legislators so that you are known as an interested citizen.

7) Enhance the effect of personal lobbying by cooperating with others: group visits, multiple (but original) letters, support from the community, etc.

8) Show, and feel, respect for the legislative process, even when it doesn't work for you. Know its methods so that lobbying can be planned to be more effective the next time round.

9) Make your lobbying a model of the proper use of influence.

A tenth point may well be, *Lobby!* Without you, the effort is diminished. Without you, an opportunity may be lost. Without you, it is harder to restore to the word lobby its true meaning: the effort of individuals and groups to develop and share the knowledge which will persuade legislators to try new directions and new programs for the benefit of the people they represent.

Glossary of terms used in connection with the Illinois General Assembly

Act, Statute, or Law. A bill which has passed both Houses and is signed by the Governor (or allowed to become law without his signature) is called an act, statute, or law.

Adjournment. Under the *1970 Illinois Constitution*, sessions of the General Assembly are held each year and can be continuous. Houses adjourn for varying periods of time during each annual session, but neither house can adjourn for more than three days without the consent of the other. The Governor adjourns the session if either house certifies that the houses do not agree on the time to adjourn.

Appropriation. Each year the General Assembly votes to authorize spending of money for state services. The appropriation of these funds is tied to a budget submitted by the Governor and altered by the legislature. The state's fiscal year begins on July 1.

Bill. Proposals for new laws are presented in draft form, given a number and referred to as House Bill 000 or Senate Bill 000.

By Request. This phrase indicates that the bill is being presented at the request of an individual or group and that the sponsor may not be in support of the bill.

Calendar. Each house prints a daily order of legislative business, in effect an agenda. Copies are available to the public at information desks in Springfield.

Caucus. Formally, a meeting of the members of the legislature who belong to the same party for the purpose of agreeing on party policy on legislation pending.

Joint Resolution. A joint resolution originates in one house but requires action of both. Usually, an HJR or SJR is used to convey an opinion, but is required to ratify amendments to the United States Constitution, to call a Constitutional Convention in Illinois, or to place a constitutional amendment on the ballot.

Joint Session: House and Senate meet together occasionally for such purposes as hearing messages from the Governor or a distinguished guest. No action is taken in joint sessions.

Journal: The printed record of proceedings, published for each day and for each house.

Legislative Council. A research arm of the legislature, which publishes factual material but does not make recommendations.

Legislative Reference Bureau: Drafts bills into proper language and prepares a synopsis and digest on a weekly basis.

Leaders: To expedite the work of the legislature, leaders are named in each house. The *Majority Floor Leader* is chosen by his party members to lead the majority party, including floor tactics and strategy. The *Minority Floor Leader* does the same for his party. An *Assistant Floor Leader* or *Whip* rounds up members of his party for votes.

Majority: For a bill to pass, it must have a majority of members elected to each house. Some questions, such as submitting a constitutional amendment require a 3/5 vote. A 3/5 vote is also required to make a law effective earlier than the next July 1 for bills passed after June 30.

President of the Senate: Elected by the Senate (usually on party lines) to preside over the Senate.

Sine Die. This signifies final adjournment with no date set for reconvening.

Veto: The Governor has several forms of veto: a veto of the bill, a reduction in an item, and an amendatory veto which recommends change. The first can be overridden by a 3/5 vote; the others by a majority vote.

How a Bill Becomes a Law in Illinois

A bill is introduced into one house by any member of that house of the legislature, individually or as joint sponsors. Upon introduction, a bill is placed on first reading, numbered in the order submitted, read by its title, printed, and then assigned to a committee.

A committee may hold hearings on the bill and then reports it out as "recommended do pass," "do not pass," "do pass as amended," or "do not pass as amended." The committee may also submit a substitute bill. Rules of the Houses provide for public notice of hearings and other details of this process.

When a bill comes out of committee, it is on second reading and may be amended on the floor. It then moves to third reading or passage stage. Passage in on a roll call vote and requires a majority of those elected to each house. (30 votes in the Senate and 89 in the House.)

A bill passed in one house then moves to the other. If passed in both houses, it is sent to the Governor for signing, veto, or permitting the bill to become law without his signature. If a bill is altered in the second house which considers it, the differences must be adjusted before it can be passed; this is usually done by a conference committee.

Bills passed by June 30 become effective July 1 or when signed or on a date stipulated by the legislature. Bills passed after June 30 are effective July 1 of the next year unless receiving a 3/5 vote.

A bill which becomes a law is then referred to as a law, statute, or act and becomes part of the code of laws of the state.

establishing priorities in a small library

joann grove
librarian
marrowbone township library
bethany

The thought of writing an article for this issue of "Illinois Libraries" gave me chills, because by nature I am not a writer. I was spurred to make the attempt because I have noticed that so few articles about small public libraries are written by the people who administer them.

First of all, let me acquaint you with my working situation. Marrowbone Township Library is located in a rented building in Bethany and serves a population of 1,668. As head librarian, my activities are limited by operational funds, hours of service to the community, and employee assistance so that I have to budget carefully and make efficient use of what's available. To be effective as an administrator, I also have to set priorities.

People of all ages, but especially children, are the top priority in my library. When they enter, my feet may be aching and my back killing me, but I greet them with a bright, cheery smile. After all, library patrons deserve the same courtesy which they should receive in any place of business. A library has products and services to sell, and the "salespeople" should be pleasant. Children, especially, respond to a smile and a friendly word.

Why provide materials and services if they are not going to be put to use? On this premise, when people ask for help, other things go by the wayside until they are assisted. When it comes to a choice of helping a child or an adult, I try to help the child first. An adult is more likely to wait while a child tends to become impatient. He may think that I do not want to help and walk out. When this happens, a library may lose a potential reader for years, and the child has lost a chance to become a more informed and interesting person.

Next on my list of priorities is book selection. Along with most other small libraries in the state I have a very limited amount of money in my book budget. In Bethany's case, it is $1,800. I do try to conform with standards for public library service in Illinois and spend 30 percent of the $1,800 for children's books. I concentrate on book selection when my assistant is working so that I can give undivided attention to the book selection materials I use. I place emphasis on *The Booklist* and the *School Library Journal* plus materials in the Children's Book Reviewing Center at our system headquarters, Rolling Prairie Libraries. I also review publishers' catalogs for books by favorite authors.

When ordering junior and youth nonfiction, I rely almost completely on seeing the books first. For additions to the library's permanent collection, I preview nonfiction books in the Children's Book Reviewing Center for purchasing high interest subjects such as sports, biographies, and handicrafts. I do depend on a rotating collection of books from Rolling Prairie Libraries to supplement the library's holdings of children's books. It has always been a source of wonder to me as to how libraries and people managed before the state system of public library networks was established.

Programs for children are my next priority. I spend as much, if not more, time on these as I do on book selection. Staff and time both limit the number of programs offered. The story hour for preschoolers is the most important. My recommendation for anyone starting this in a small town is not to give up easily. The first year I started a story hour we had an average of six children in attendance. Last year, with an enrollment of 40 children, I set up two groups.

Since our library encompasses one room only, story hour sessions are held in the morning before the library opens. I usually do the program, with a volunteer helping when children are checking out books. Our 45-minute program usually consists of one long story, a fingerplay, an action story (one children help read or act out), another short story, a short film, cookies and Kool-Aid, and then they select books. A lot of people would consider the refreshments unnecessary, but children enjoy a Kool-Aid break just as adults do their coffee break. The local Woman's Club does a fine job of keeping us supplied with cookies. Needless to say, I enjoy these programs as much as I hope the children do; otherwise I probably wouldn't spend non-working hours to do them.

There are probably librarians who feel they cannot offer story hours because of time involved or lack of "know-how." If so, I suggest they look to the community for volunteers to conduct the program. To me, it is one of the most worthwhile projects because it gets children into the library habit at an early age.

Saturday film programs have not proven too successful. I feel the children have already seen the films at school. This summer I am attempting something

A little something special for the younger patrons.

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new, showing classic horror films such as "Dracula" and "Wolfman." In trying to reach the older children of the community who are still too young to drive and yet look forward to an evening of entertainment away from home, I am scheduling them once a month at night in a church basement. If these movies are popular, I'll schedule more.

Our summer reading program is a seasonal priority. It is time-consuming to work up a new one each year, but what better way to spend time than thinking of ways to stimulate a child's interest in reading and ways to lure children to the library. In the past we have rocketed to the moon and gone to the circus. This summer constructing Indian headdresses is our project. For the first time we're having a program for preschoolers. Instead of counting each time a book is read, we'll count each time children listen to books. After they've listened to 10 books, they'll get to add a sea creature of their choice (plastic sharks, lobsters, etc.) to an aquarium loaned to us.

Low on my list of priorities is display. Lack of time for handling plus lack of wall, shelf, and floor space necessitates this. I have read about library clubs for school age children. I hope in the near future to be able to organize one for our library. Perhaps members of our future library club will be able to assume responsibility for displays.

I establish my priorities to serve all my patrons effectively in view of the limitations presented by a small budget and a small library. Children receive a well-considered place. It is important that their first visit to the library be pleasant and rewarding. I do my utmost to greet and assist them. A small book budget necessitates careful consideration of each purchase so that materials worthy of their attention will be on the shelf when they visit. Programing is a special interest of mine and I am always looking for feasible ways to provide activities for an ever greater variety of age groups. It may be that in developing services and programs for children which will attract them to our libraries, the administrators of small public libraries can foster a lifetime habit of turning to libraries for educational as well as recreational reading.

the candy jar: fund raising in a small community

mrs. mary faith thomas
librarian
yorkville public library

In December 1972, one month after our move to expanded quarters, Carrie, an effervescent blue-eyed preschooler presented us with a colorful apothecary jar filled with brightly wrapped candies. "This is for you," she said, eyes dancing; a broad smile enveloping her whole face. Unwittingly, this candy jar was to become the link between the very staid and conservative adult library and the jungle wonderland of the children's library. It was also to become the symbol for all that we hoped to provide for children in the library — a world of excitement and wonder through books and nonbook materials.

The Yorkville Public Library has played a significant role in the life of the community since its inception in 1915 when the Yorkville Woman's Club opened the doors of the former Reading Room of the W.C.T.U. (Woman's Christian Temperance Union) to the public. The library was staffed by volunteers until 1965 when the women realized they could no longer give adequate library service to a community numbering approximately 2,000 people. Thus they voted to give the library and its contents to the city of Yorkville. The city council passed a unanimous motion to make the library tax-supported and we were confronted with the problem of relocating. We finally chose a centrally located building with two floors. Although payment for the structure was accomplished with public funds, the city council stressed the need for the library board to assume all expenses for remodelling, estimated at $10,219 plus the acquisition of furniture and furnishings at $4,000. The building fund, made up entirely of Woman's Club donations and fund raising profits, contained only $7,000. Another $7,000 was needed.

To that end, we called upon the newly formed Friends of the Library chapter and, as always, the members of the Yorkville Woman's Club. From February 1972, to March 30, 1974, the Friends of the Library raised $6,524.19 with a membership drive, solicitations from business and industry, a household and antique auction, several book sales and a garage sale.

The Yorkville Woman's Club voted to direct their funds and efforts to the children's library. It was decided to apply some of the existing funds toward the remodelling expenses and to begin a systematic program of purchasing. The ultimate aim was the completion of a lively, colorful, and functional room for children and children's services.

A Book Fair was sponsored by the Woman's Club in May 1972, to create an interest in reading among school age children and to create an interest in the overall project by making people aware of the library's need for funds.

In December 1973, "Kris Kringle's Kloset," a Christmas bazaar, realizing a profit of $800, continued to use the theme of reading and books for children. A storybook land cottage with Snow White, the witch and a dwarf was created out of refrigerator boxes. Captain Hook and Peter Pan were dueling at Treasure Island. Raggedy Ann and Andy were selling homemade honey. Cinderella greeted young movie goers at the moat bridge to her castle. Mary Poppins was at home in front of her English skyline of smoke-filled chimneys and Mrs. Santa Claus was busy in her bakery shop. Red Riding Hood mingled through the crowds. Fun for everyone!

In a community of 2,000, it should come as no surprise that the members of the Friends and the Woman's Club worked side-by-side on the money-raising projects and in many instances, were one and the same. Members from both transformed an ugly cement block basement into a jungle dreamland. The walls were painted a lemon yellow. Bright orange carpeting and lemon yellow shelving were installed. Drapes with vibrant jungle animals were hung on the windows. Three very unsightly support poles were transformed into palm trees with burlap trunks and green plastic branches. Bamboo monkeys were suspended from each tree. A small table and little people's chairs were painted in various colors to blend with the drapes. Since our move in November 1972, additional items have been added to enhance and enrich the children's room and the services.

Carrie's treasured candy jar sits atop the shelf divider in our office. When the candies disappear, someone replenishes the jar — page, assistant librarian, "Friend," board president.

The children enter our austere-august looking building with eager anticipation. Brown-eyed Christine stares first at us, then the jar. No words are spoken but she cons us out of more than one piece every time. Blue-eyed Davy likes the one on the bottom. Lively, wiggly Danny stuffs both pockets. Little Cathy, in her deep merry voice, tells her Mom, "I have to get my candy first." Carrie, our benefactor, is disappointed when we don't have any "hot" ones.

The Yorkville Woman's Club, the board of trustees, the staff, Friends of the Library and countless others have worked long and hard over the years for a fine library — a gift to the children; to all who have chosen Yorkville as their home. It will continue to grow as we preserve and nurture the trust and love placed in our fine institution.

One little boy at the open house said it so well as he breezed down the stairs and entered the jungle wonderland. He took one look, stopped short and with eyes bugging shouted, "Wow!"

"you were soposte too be working"

rosemary anderson
coordinator of children's services
hayner public library
alton

Recently, I received a bundle of thank-you letters from a second-grade class which had just visited the library. Among the notes was one from a little boy who closed with this sentence: "And thank you for wasting an hour with us when you were soposte too be working."

I have the feeling that a good many people may share that opinion: "working," for a librarian, consists of ordering and processing books, manning (or should one say "personing"?) the front desk, answering reference questions, etc. Programming is something extra — a little sugar coating to make the pill of becoming a conscientious library-user easier for the kiddies to swallow. Perhaps because programs can be such plain good fun for the librarian as well as for the children, our Puritan ethic takes over and whispers in our ears: "Work is serious, and done from a sense of duty; it is not meant to be enjoyed. If one enjoys what one is doing it is therefore not work."

But programming for children is an integral part of public library service. It is much more than an enjoyable interlude or something to keep the little darlings out of the adults' hair for an hour. Any properly planned and conducted program achieves several basic goals, as well as those particular to the individual situation and librarian.

Dorothy Broderick has written:

> We have programs for two reasons: first, to enrich the background and stimulate the interest of the children who are already library patrons; secondly, to attempt to draw into the library children who are not now using its resources.[1]

Unlike an adult, a child does not have an objective, dispassionate view of the library (or of anything else, for that matter). An adult, whether he sees the library as being useful for himself or not, recognizes that it can be useful in some regard to some people. A child sees the library as another question mark in a world full of question marks. With the multitude of experiences and events competing for his attention, a child can hardly be blamed for ignoring as dull and uninteresting an institution that does nothing to make itself known to him. A child needs to be introduced to the library, just as to everything else, and programs are the most effective means for the library to make the introduction.

For some lucky children, the example of using and enjoying the library is to be found in their own homes. Nothing will ever do more toward developing a love, or at least an appreciation, of books in children than the example of parents who enjoy reading and share that enjoyment with their family. For these children, a library program is icing on the cake.

Unfortunately, far too many children come from homes where books are either scarce or nonexistent. They have no real conception of what books can offer, and so, when they come to school, they view the teacher's insistence on the importance of learning to read as another grown-up foible; to be tolerated, but not to be too concerned about.

For these children, the teacher is the key to the library, and the librarian must reach them through the schools (and I include here nursery and day-care schools). Personal visits, letters, special programs; any and all methods possible should be employed to remind and impress upon teachers the importance of library use for their students.

Class visits to the library are often a child's first experience in this strange and rather intimidating world, and my young friend's opinion to the contrary, they are anything but a waste of time. Helping children to discover some of the wonder and excitement between the pages of a book — whether Pooh and Piglet chasing Woozles or the latest treatise on dinosaurs — is as much an investment in the future as opening a savings account (and much more fun!).

Turnabout is fair play, and in this case, excellent public relations as well. Regular school visits by the librarian are of significant value and impact, particularly in publicizing programs. Few things are so effective in arousing interest in library activities as visiting children in their classrooms. Spending approximately five minutes in each room, one can cover an elementary school in an hour or two, and the results are gratifying.

But after all this, the major question still remains: once the children get to the library, what do we offer them? What kind of programming is most effective, not simply in terms of attendance or circulation figures, but of interest generated in library materials? This, after all, is the end toward which programming should work. Programs are not the end in themselves, but only the means to the end. In the midst of all the time and effort devoted to planning and producing programs, this simple fact is too easily and too often overlooked.

We are attempting to acquaint children with the world of books; the knowledge, the enjoyment, the insight contained therein. In planning any program, this is the primary goal on which our thinking should center.

To do this effectively requires that we keep two basic commandments. The first is that time-honored, shop-worn rallying cry: Know thy community. What is right for Chicago is not necessarily right for Wood River or Springfield, and vice versa. With respect to media, we are McLuhan's global village, but with respect to attitudes, needs, and concerns, a small farming community is still light-years away from the inner city. Translations, whether in library programs or anything else, are not always easily or successfully made. This is not to say that they can not be made, but only that they require careful consideration and planning.

The second commandment is: Know thyself. Individual preferences and abilities, strengths, and weaknesses, must be recognized — which is not always easy — and effectively utilized or overcome. The individual with a good background in music will approach programs differently from one whose abilities lie in art or drama or storytelling.

All of this is obvious, and would scarcely need restating were it not for the fact that we all tend to become so involved in what we are doing that we forget why we are doing it. We need to do more than merely frown impatiently and say, "Yes, I know all that." We need to stop and say to ourselves: "Yes, I know all that, and what am I doing about it?"

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[1] Dorothy M. Broderick, *An Introduction to Children's Work in Public Libraries* (New York, 1965), p. 71.

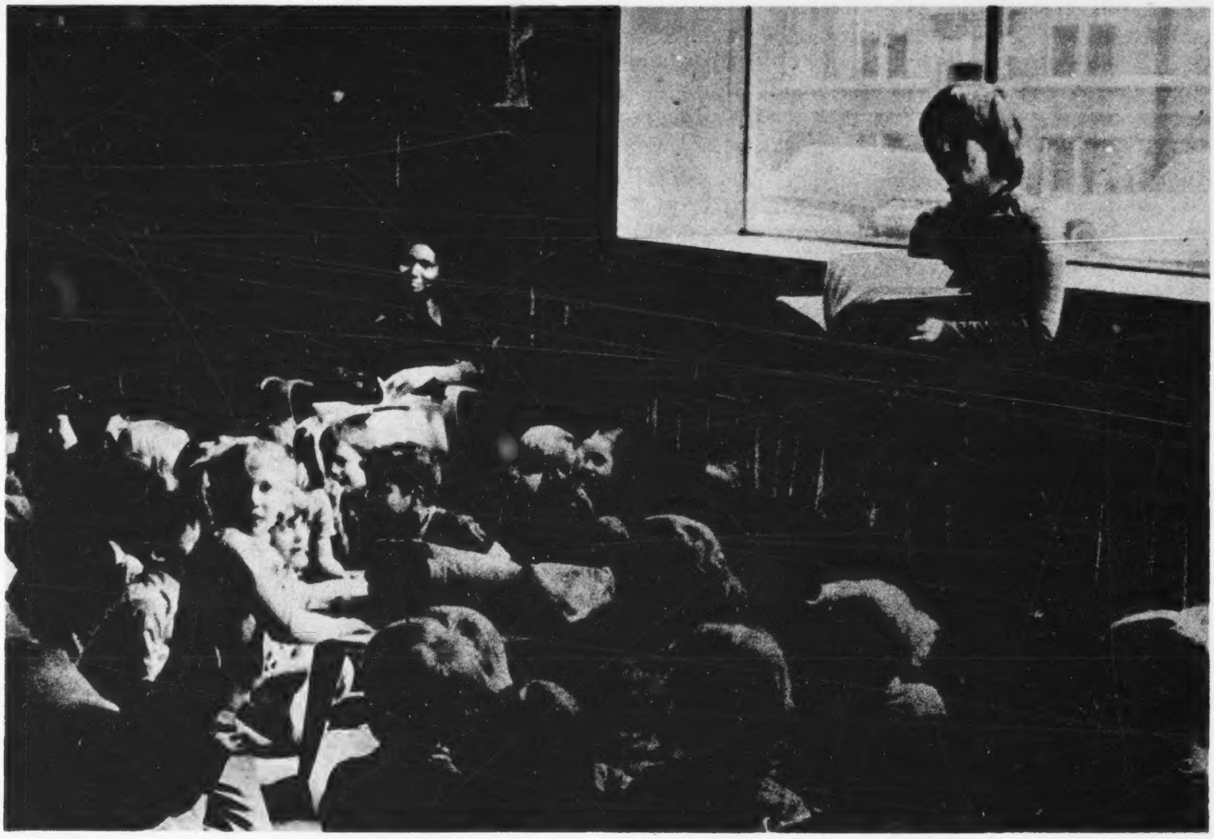
In my own case, I am a storyteller, or, to be more exact, I am a person who tells stories and who hopes eventually to become a storyteller. This personal slant colors what I do and how I do it. My opinions and ideas will be different — radically so, perhaps — from those of an individual with a different background. But ideas, even those with which we disagree, can be adapted, expanded, condensed, or transformed to serve our own purposes. This is part of what I hope will result from this article. Perhaps a theme, a part of an idea, a phrase, will set off a spark somewhere that will result in a completely different, but highly effective program.

The majority of my experience has been gathered in situations in which I was the only person available to conduct programs. They have, therefore, been limited by what one person can cope with.

The first four years of my library career were spent in a central Ohio community of approximately 16,000. The library served, in effect, the entire county, making a total population of some 35,000. We operated one bookmobile in the county. Programs on the bookmobile, besides the standard summer reading club, were occasional storytelling sessions at the county schools during the winter and on regular stops in the summer.

After two years of less-than-successful story hour series at the main library, I developed a format which has proven quite popular. Rather than one program which lasts from fall through spring, two separate programs are planned, one running from Halloween to Christmas, the other from the end of March to the end of May. Each series covers approximately 9 weeks and features the usual potpourri of stories, films, games, poetry, etc. A feature which the last few series have included is the building of the central theme around a particular book, from which a chapter is read each week.

In the fall of 1972, we had our "Glub-Blub Club," which took its name from the cryptic message that is



Presenting the 'wonder of the world of literature' to all children.

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the main clue in Ellen Raskin's *The Mysterious Disappearance of Leon (I Mean Noel).* Each week we read a chapter from the book and worked on solving the mystery and deciphering the various clues and word games which form such an important part of the story. Our opening program in this series was a Halloween special to which the children were invited to wear their trick-or-treat costumes. The programs have proven popular and attendance has been high.

A special feature of this series was our "Riddle Box," to which the children were encouraged to contribute their favorite riddles. Several were picked each week and read at the beginning of the program.

Quite predictably, mystery, humor, and riddle books were at a premium during this series, and stories such as "How Pa Grew Hot Peppers," from Credle's *Tall Tales From the High Hills,* and the Old English riddles from Kevin Crossley-Holland's *Storm* were also extremely popular.

The following spring our series was based on *The Jungle Book.* Four of the Mowgli stories were read, each in two parts, and at the halfway point we read "Rikki Tikki Tavi." The other features of the program were all built around the jungle theme. The weeks that we read "Tiger! Tiger!," the stories told were "The Valiant Chattee-Maker," from Christine Price's picture book, and "Tiger and Rabbit," from Pura Belpre's book of the same name. Our attendance for this series varied between 60 and 25 children each week, with an average attendance of 37.

The interest and enthusiasm which Kipling generated were further demonstrated by the fact that for most of the series, there were none of his books on the shelves, and the demand was such that I almost had to fight to keep the copy from which I was reading.

The previous year (1971-72) we had done similar programs, but without using a particular book as the basis. The fall program, "We Went to the Animal Fair," featured animal stories of all types. Our total attendance for eight weeks was 310. In the spring, we presented a "Monster Rally," which included a display of monster models in the children's room and stories of both modern and classical monsters. This series, which also ran for eight weeks, attracted a total of 290 children.

This year at Alton, the fall program was based on William Pene Du Bois' *The Twenty-One Balloons,* and this spring the "Glub-Blub Club" made another appearance (at least for me). The fall series was considerably hampered by the lack of a suitable room in which to meet (our library being in the midst of a remodelling project). By the time the spring programs began, we had a room, and completed the nine weeks with a total attendance fo 230, and the same delighted response as was shown in Ohio.

There are several advantages to this programming structure. The greater variety of topics and stories is a definite plus. The appeal of a continued story was proven by Scheherazade.

From the librarian's point of view, the winter break is both refreshing and practical. Attendance during the months of January and February is generally low, weather and health being what they are, and for the same reason these are often slow months in terms of circulation as well. This break affords an opportunity to catch up on any number of projects, to plan activities, to concentrate on one or two special programs; in short, to do many of the things for which there never seems to be quite enough time ordinarily.

As to content, obviously I am oriented toward the traditional, story-centered program, in which activities — games, artwork, plays, etc., — are coordinated with the story themes. In recent years, many people have been moving away from this format and experimenting with more activity-oriented presentations. Children always respond to the allure of doing something, and for those libraries with the staff, facilities, and money to devote to project programs, the response can be heartening.

While I whole-heartedly believe in library programming, this type of presentation raises two questions in my mind. First, most small libraries simply do not have any of the above resources in the amounts necessary to present such a program. Even though a librarian can adapt an idea as far as her own ingenuity can take her, there comes a point at which staff, money, equipment, and time must be committed, and if any one is lacking, the program simply can not be presented. The librarian who has no assistant (except page help), who has all of the technical and reference work of the children's department to do, plus programming, must opt for those programs which will reach the most children. One person can easily manage fifty children at a story hour; one person can not manage fifty children who are making terrariums.

My second point brings us again to the question of established goals and practices. Pure craft or activity programs are great fun, and as an occasional special presentation are excellent, but children can learn how to plant a terrarium or weave a mat in many different places. School, playground recreational programs, camps, clubs; all of these offer this type of activity.

Children who have had little or no experience with the library — and these are, after all, the ones we are most concerned with reaching —need to know that the library is different. The very reason that story hours are traditional is that they are *the* unique library program. A story hour can be greatly enhanced by the occasional infusion of a photography project, a nature hike, or any number of other possibilities, but it still should remain first and last a story hour.

This is not to say that the library, if sufficient resources are available, cannot sponsor an activity-centered program, but this should not be the main, or central, thrust of its programming efforts. The "arts and crafts" type of activity can be a marvelous adjunct to traditional programming, but not a replacement for it.

No mention has so far been made of summer programs. More ink has been spilled in the controversy surrounding this aspect of programming than any other. The "reading requirements" forces face the "no reading requirements" forces across a field strewn with crumpled bookmarks and achievement certificates.

It is necessary, I suppose, to declare my own position before entering the arena. It is firmly with the "no requirements" forces. I do not believe that one encourages a child to read by encouraging him to count. One book read, remembered and treasured is infinitely better than fifty read, when all that is remembered is the number, and all that is treasured is a piece of paper.

But the question here is the approach we take in developing programs, and this is no different for summer activities than for any other. Summers do offer an opportunity for experimenting with new ideas and methods, and for reaching individuals in the community who have an ability, a hobby that should be shared.

The first summer program I conducted was in 1970; "A Summer Happening." With the help of some excellent volunteers, we presented a multi-media series on a variety of topics ranging from "Do Your Own Thing" to "The Lion, the Hobbit, and the Rabbithole." The children were encouraged to bring in posters and pictures to decorate the children's room, and for those who were interested we held a contest in which prizes were awarded in three age groups for the best written work. Short skits were presented, based on poems, stories, and Thurber's "Fables." (In recent years the children have been doing these themselves.)

One of the most fascinating programs was "The Now Scene," to which a local high school student brought a color organ which he had built. This is a device that transforms sound into electrical impulses; high, medium and low frequencies each activating a different bank of colored lights. Connected to a phonograph, it provided a visual interpretation of recordings from Beethoven to the Moog to Bill Cosby. The reactions of both children and adults would have made a master's thesis for some enterprising psychology student.

A feature of 1972s "It's a Whole Great Big Fun Thing" was the performance by a bagpiper — held on the lawn behind the library, for obvious reasons. The official audience was 75, but bagpipe music being what it is, most of the downtown area was no doubt included. Not only the music, but the details of the piper's uniform, the amount of study and practice he did, the pipes themselves were all topics for questions and rapt attention. A cultural and generation gap reared its head briefly, when one child asked: "Why do all the songs sound the same?" "Because you're not really listenin' to them," the sixty-ish piper replied, and then added, "Y'know, all those songs you have on the radio sound the same to me."

A major part or our work lies in the development of programs that are imaginative and appropriate. The library is a unique institution which has unique services and advantages to offer, and our activities should go beyond that which is merely currently popular to emphasize this uniqueness. Presentations that capitalize on our personalities and the character of our community; that offer children entertainment, information and self-expression; and that grow from a firm understanding of the raison d'être for all programming; these will be the ones to make a significant impact on the children who attend them.

We should measure "success" not solely by statistics, but by that greatest and most intangible of rewards: "That was a really neat book you read (story you told, game we played, thing we did). Do you have any more books about that?"

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toys and manpower or swingin' with a comic book budget

kris preslan
supervisor of children's services
pomona public library
pomona, california

There still seems to be greater emphasis on the library as an educational institution rather than a recreational institution. In the typical medium-sized industrial city of Decatur, Illinois, I found there were far too few children using the library as a regular fun "hangout." In fact, in comparison to the total child population, those children coming to the library were far too few. It seemed obvious to me that I must do something to lure children into the building, and it seemed equally obvious that this must be done in a way completely opposite from the way it had been done in the past, namely to house a collection of book and pamphlet materials under the supervision of a miniscule staff and a yet smaller budget. (Librarians, what else is new?)

When I began as supervisor of Children's Services, I made a poster with a suggestion box asking my small patrons what subjects or titles they would like to find, or find more of in the library. Response was very good. The box was regularly full of Nancy Drews, Hardy Boys, Peanuts, and the standard monster and scary book titles. As I glanced over the stacks I realized that I could eliminate about half the collection as bait for new users.

I then put up another sign (I was good at posting signs) asking parents for help. Would parents please donate toys and children's paperbacks.

I then hunted for a colorful container for the toy donations. It just happened that there was an empty footlocker in storage, which did quite nicely when lined with nursery characters on contact paper. A metal hinge kept the cover open to save small fingers. I christened the locker with a bag full of my own child's toys and sat back waiting. Would the kids fight over the toys, hurt each other? Would my staff complain about replacing them? Would parents view the department as an amusement park rather than a library?

Soon after this new piece of furniture was added came the test. Moms had been registering their preschoolers for story hours, and they knew that due to lack of staff supervision they would be expected to remain within the library building. They arrived to deliver their 3-5 year-olds to the story room and waited with their babies and smaller tots while the activity was in session. These little ones soon found their way to the footlocker where a variety of toys kept them occupied. After the program the little ones were reluctant to leave "their" library toys. While some mothers visited, others commented that they enjoyed browsing in the adult book areas without interruptions. Soon the toy contributions increased by leaps and the broken toys had replacements waiting.

Boldened by one success, I thought I would rearrange the room and have a game area for the older children. An oversized checkerboard was constructed out of plywood, felt, clear plastic and round wood disks. In storage I found some of those old gadgets, the stereopticons. Dusted and cleaned, these were offered to the elementary ages who enjoyed it like a new invention. Wooden puzzles are durable, educational, fun, and inexpensive additions to a game area.

Appliance dealers usually discard their shipping cartons, and one of their refrigerator boxes can provide the setting for a variety of activiities. On its side it's a playhouse. Upright it makes an ideal puppet stage with just a minimum of paint.

So much for providing toys and game ideas on a comic book budget.

Programming to me is a method of inviting children to the library for enjoyment and recreation in a learning atmosphere. To make the community aware that the public library is *their* library, the people have to be invited and welcomed. Not only do those children who come in to do school assignments need warm welcomes and their questions answered, but just as important, those children who have not come to the library need to know that it has something to offer. Everyone needs at least a taste of their library's services.

To welcome all the children in a city of 90,000 is difficult with one professional and a half-time assistant. Yet it is possible with volunteer assistance. Before you answer that volunteers need to be trained and occasionally are not reliable, let me elaborate on those services we were able to offer and/or increase because of volunteer assistance. Following is an outline of some of the programs I tried in the past year.

With volunteer help the traditional preschool story hours were offered to twice the number of children that the staff alone could service. Library school students were another source of volunteer help. Social organizations, whether local or national groups, can often be tapped to help with library activities. Here are examples of activities you might try using group assistance. A group project was done with help of a local chapter of a national organization, the American Association of University Women. They offered a variety programs for preschoolers, planned each week by a different organizer. Programs included a music program with dulcimer and percussion instruments for the children to play, wall mural coloring, puppets, stories, and small crafts. Once planned, no library staff was involved. At Halloween a costume party and magic show brought in a huge crowd of children the night before Halloween. Volunteers were scheduled to keep the parade line of over 250 children in order and to help in judging.

I discovered that a chess tournament can be easily arranged. Volunteers keep the fathers out of the games. At Easter time volunteers mixed dyes and prepared paper cup Easter baskets for Easter Egg Coloring Night.

Probably the biggest project in terms of manpower was an all-evening program which we called "Family Night." For the librarian it meant only minutes on the telephone to organize the event, yet this appealed to all ages. Volunteers directed many of the activities and local stores provided hobby displays and entertainment. A hobby shop displayed crafts and models for Dads, including their more expensive motor-powered toys. Another area featured handicrafts with instructions for making the displayed items. A train display with all scenery took another corner. A music store sent a talented representative to play familiar tunes on a variety of instruments. A rock collection was displayed in a glass case. People began to realize from this program that the community was becoming involved, and that the library was a better place because of it. They began coming to my office saying, "How can I help, too?" and I snatched up every one of them.

A local pet shop might be happy to loan a pet for story hour; florists enjoy terrarium talks; pizza parlors give free pizzas for drawings or prizes in exchange for having their name mentioned at the events.

Children volunteers must be considered also. One sixth grader came to the children's room one day and began talking about his home-made marionettes and how he enjoyed giving shows to his friends. I told him casually I'd like to see a program sometime. He reappeared next week fully equipped with dolls, stage, and taped scripts. Of course he was the highlight of our next marionette show. His whole school came to see him perform. We fitted him in a local television slot and he has since had invitations from groups who have paid him. His mother came in to tell me her boy has begun using the library to check out books! Meanwhile he also told his Magic Club about the library. They appeared before me one day as the "Spectacular Seven at my service." My marionette volunteer also conducted a puppet making workshop for children only based on our combined knowledge of string and hand puppets. It was amazing how the children related to this petite lecturer and demonstrator.

Somewhere there is a person who plays a guitar or a banjo who has "free" time for a children's program. Somewhere someone would be thrilled to be Santa or Mrs. Claus during the Christmas season; and maybe someone makes apple-head dolls to loan for a display and would be honored to bring them to the library.

For libraries with no money and less staff the community is the place to turn. And, surprisingly, much of the community enjoys every bit of the effort and time volunteered at a library.

There are many ways to make the children's department of a library a delightful place to go, probably as many ways as there are people in the community. I feel the community plays a major part in creating good library atmosphere. Let's listen and hear what it has to say.

The Toy Box.

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friendliness is the name of the game

cheryl a. gruneich
youth services coordinator
lewis and clark library system
edwardsville

"The public library has a unique role: it is the only educational institution in America accessible to all citizens regardless of age, sex, race, occupation, or interest. It is an indispensable link between each person and the information which contributes to his intellectual, social, and cultural growth, as an individual and as a participant in the community, state, nation, and world.[1]

The preceding quotation from *Measures of Quality* emphasizes service to all citizens. The young adult group (12-21) comprises a large segment of the users of a public library, and should have some form of specialized service as well as access to the total library program. Services to young adults cover a broad territory. They can range from planned and elaborate "one-shot" programs to day-to-day continuous services, such as reference or vocational information.

Before evaluating present services or starting new ones, a few basic questions suggested in *Young Adult Services in the Public Library*[2] must be answered.

> Do the young adults in your area know and use the library's services and resources?
>
> Is an effort made to remind graduates of the resources and information available to them from the library?
>
> How many young people are employed, unemployed, attending college or junior college?
>
> Are young adults welcome in the library? Reconsider some of the "old" rules (adult book restrictions, complete silence, etc.) and consider a simple thing like your facial expression and attitude when dealing with young people. If you greet young adults with an authoritative glare, try practicing a few smiles and friendly glances. Remember that they aren't a separate race and that each one is an individual.
>
> Does the library have a community referral service — available information on community agencies, persons with information needed, etc.? Such information in the library enables young people to learn of various community resources. Information, in the form of a referral file, could be available on clinics, crisis information centers, government agencies, resource persons, vocational counseling agencies, etc.

Is vocational material available and is it easy to get? These are basic areas to be considered in developing service to young adults. The size, type, and location of the community should also be considered, as well as existing community programs and agencies. Cooperation with others in the local area is vitally important in meeting the information needs of young people and the community as a whole. One factor to always keep in mind in serving this group is the importance of individual, person-to-person contact.

Special Programs. Our two main responsibilities as librarians are serving the users and attracting nonusers. Library work with young adults, or any age group, is basically an individual operation; however, programs are a great way to reach more individuals, introduce services, and make the library a more open place.

Try not to think of your programing as just bait to get young people to read, because the programs are valid experiences in themselves. Before planning programs, one of the most important things to do is to decide what you want to accomplish. Do you want to . . .

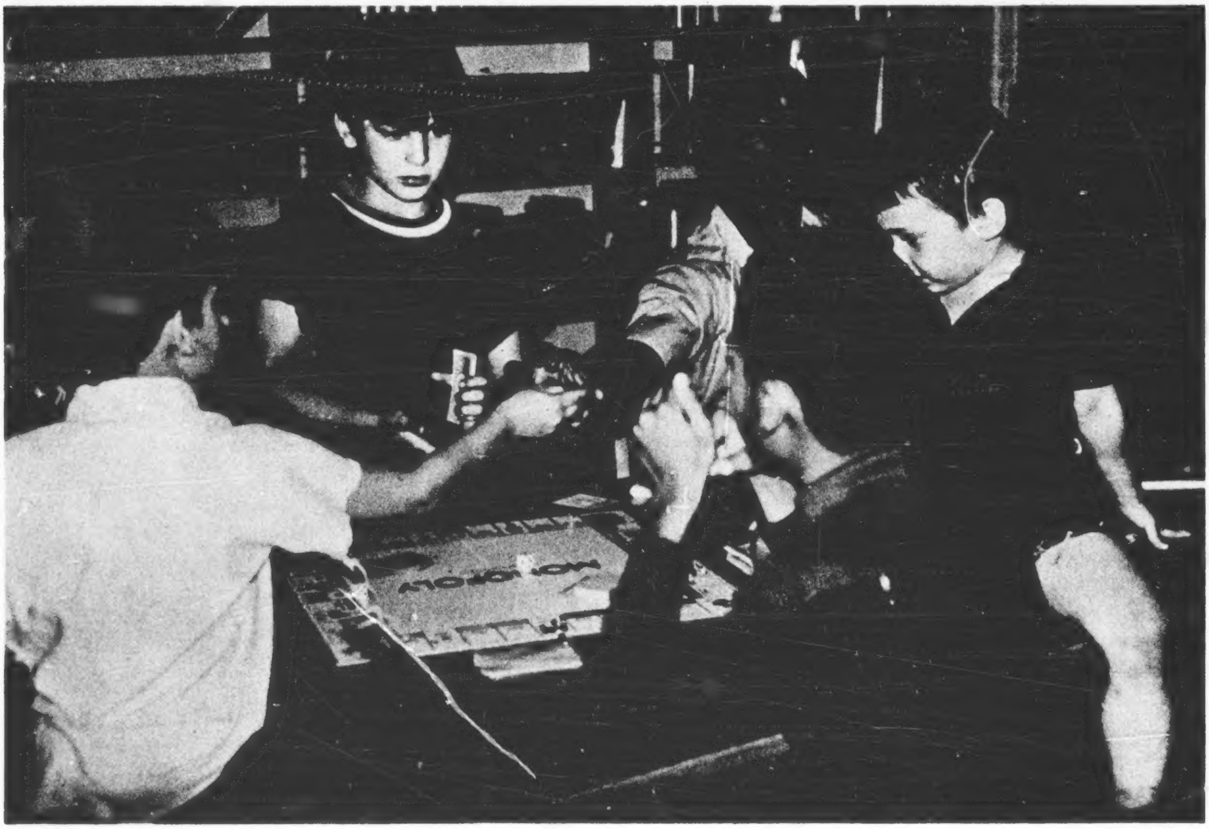
> Attract more young adults?
> Introduce new services?
> Increase use of library material?
> Give young adults an opportunity to discuss ideas?
> Stimulate thought and creativity?
> Encourage and exchange of ideas concerning what the library offers?
> Be a source of entertainment?

If you answered yes to these questions and perhaps added a few of your own, then you are ready to begin.

Program possibilities are endless and cover the whole range of special tastes and interests of young adults. To determine the needs and wants of young people in your community you can (1) become familiar with school curriculum and activities, neighborhoods, and popular gathering places; (2) keep in touch with what's going on in the world via TV, radio, magazines, etc.; (3) take questionnaire surveys; and, most important, (4) talk with young adults. The most effective way to plan a program is to include young adults in planning and advertising the programs. Be flexible and adaptable! Not all programs are going to be a roaring success, but even unsuccessful plans can show you where to improve techniques and approaches.

Now for the "nitty gritty" of program planning. The four main aspects to consider are What, Why, How, and When: (1) *What* type of program and what will be included. Different types are book talks, book discussions, film programs, guest speakers, rap sessions, workshops, plays, band concerts, field trips, etc. (2) *Why* is this type program being presented. For example, a concert would provide entertainment, allow teens to play music; a workshop would allow young adults with similar interests to get together; a guest speaker would talk on a current topic of interest, provide information, and promote related library services, etc. In short, the program should have some purpose. Young people know when they are being bribed to come to the library and don't like to be exploited by programs for programs sake. (3) *How* are you going to put the whole thing together. The how can range from the simple (rap session — publicizing and having the basic topics for guidance of discussion) to the complex (workshop — determine interest, select person to handle it, arrange for equipment, select dates for guest and participants, etc.). This is the part of programing that involves the most work and thought, but a program that is well thought-out and planned will have less last minute surprises; however, always be prepared for the unpredictable. (4) *When* are you going to give it. This can be really tricky. It is important to schedule events at a convenient time for young adults in your area. It will be handy to keep aware of sports events, club meetings, dances, popular TV nights, school events, etc. Warm weather is a great time for more informal programs to be given outdoors, if possible. Sometimes you could open the building to young adults on a normally closed day or evening. Usually a date can be found that is compatible for most people.[3]

Following is a step-by-step checklist that will



Studying economics at the library.

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help you in planning. This is merely a suggested list that should be adapted to your situation and library.[4]

1. Get an idea.
   Use the community resources. Stated or unstated needs.
   Use TV, radio, newspapers (school, daily, or weekly), films, magazines.
   Take a survey inside and outside library.
   Develop mailing and telephone lists.
   Use other staff.
   Use other libraries.
2. Decide what you're trying to accomplish.
   Clarify in your mind what you want to do.
   Does it relate to your library?
   How do you plan to evaluate it?
3. Consult the boss (if you aren't one).
   Be enthusiastic in presentation of plan.
   Ask for suggestions.
   Get a firm O.K.
4. Check the community.
   Who else may be doing the same thing?
   Can you help them, or can they help you?
   Should you drop or postpone the idea?
5. Plan details.
   Date.
   Time.
   Place.
   Foreseeable expenses.
   Program schedule.
   Transportation and directions.
   Equipment.
   Staff.
   Participants.
   Refreshments.
   Setting-up.
   Permits.
   Written record of plans as they develop.
6. Publicity.
   Inform all other staff in person.
   Plan and order all printed publicity.
   Arrange for media releases in advance.
   Use school facilities for distribution, including a P.A. system, where available.
   Mailing list.
   Notify Hot Lines and other community agencies and leaders.
   Telephone list.
   Distribute and display posters, fliers.
   Talk it up in the library.
   Request a photographer or local reporter.
7. Reminders.
   Extra staff and custodial help.
   Last minute facilities check
   Last minute check of participants.
   Set up materials display.
   Equipment check (bulbs, cords, ash trays, etc.)
   Alternate or standby program necessary?
   Any non-staff or community help needed?
   Cancellation procedure, if necessary.
8. The Big Day.
   Get there ahead of time.
   Call attention to displays.
   Announce future programs.
   Take pictures and/or tape program.
9. Evaluation.
   Attendance.
   Audience reaction.
   Keep in mind all programs cannot be evaluated immediately.
   Participants' reaction.
   Written program report.
   Did program meet its objectives?
   Was time, date, and place correct?
   Was publicity adequate?
   What would you do differently in this or other programs?
10. Clean Up.
   Trash pickup.
   Return materials.
   Return equipment.
   Remove publicity.
   Return room to normal.
   Send thank you's.
   Post-publicity.
   Report to boss.

Everyday Services. In dealing on an everyday basis with young adults, remember that the main point of a library is serving people, and not just book circulation. Keeping this idea in mind will open up a whole new range of services.

Atmosphere plays a big part in your service. After all, no matter how much information or aids you have available; it's all rather useless if no one comes in to use it. One important aspect has been mentioned already — be friendly, but not condescending. There are many nice things that can be done to your library that do not cost much, but really help the appearance and appeal — school annuals from area high schools, mobiles, posters, giveaway reading lists, comfortable chairs (get some cheap at secondhand stores), pillows, no emphasis on quiet, etc. Let your imagination and young adult users be your guide! General attitude in service to the public is very important. People, ideas, and styles have changed a great deal in recent years; and a librarian, especially those in supervisory positions, shouldn't feel obligated to be the last defense line for "the good old days." A change to the more casual would be a big help in eliminating the stuffy and proper library image. Review your rules and try to eliminate the more restrictive ones. Service to young adults shouldn't include "behavior preaching."

If you want to start new services or doctor existing ones, the best way is to ask your young adults and get to know your community and what it offers. A service doesn't have to be expensive or super colorful; many times the simpler things are the most effective. Following are some ideas for services, but remember these are just ideas and must be modified according to your area: (1) Have a record-listening area and get young adults to listen to new recordings and write reviews; (2) Publish a monthly review written by young adults. Include all types of library material; (3) Include games, posters, comic books, cassette tapes, and young adult magazines in your selection policy; (4) Indexes — mentioned earlier in this article. You can have an index file connecting the user to various community, government, or private programs or information sources; (5) Get out into the world! A good way to reach more kids is to foster cooperation with the schools. Take the initiative and visit the local schools and school librarians. Try to reach the teachers as a group as well as individually. Consider giving book talks, inviting classes to the public library, demonstrating services, etc.; (6) If there is a youth detention or service center in your area, see if a collection can be put in. In this area, a pleasant, casual atmosphere; a selection of high interest-easy reading materials; and a friendly librarian will help with acceptance of the service. See if your schools will work with you in this, and be sure to involve youth and child care agencies. This operation, if done correctly, will involve cooperation and planning. A good case study of this type of program is "The King County Youth Service Center" by Eleanor F. Klepeis *Library Journal*, April 1973. An even simpler program would be for the public library to supply a small collection of books to be rotated about once a month. This would again involve cooperation and planning with the center staff.

These are just a few of the many ideas available. If you're new (or experienced) at working with this age group, the best approach is to try something you think the kids would like; and don't be afraid to get kids to help you.

"Young adults are wary of and don't like gimmicks. They use the library for school work . . . recreational reading and listening, vocational information. . . . But they don't want to be conned into a library. The library . . . will turn them off if we try to force them in. The program is continuing with what *they* want. It is continuing with less structure and segmentation — another good way to turn off young adults: bureaucracy."[5] What young adults need most from the library are librarians and library workers that recognize them as responsible human beings and to treat them with warmth and respect.

Footnotes

[1] Illinois Library Association. *Measures of Quality . . .*, p. 5.

[2] Public Library Association. *Young Adult Services in the Public Library*. pp. 45-46.

[3] Maryland Library Association. *Gambit*. pp. 7-18.

[4] *Ibid.*, pp. 20-24.

[5] *Young Adult Alternative Newsletter*, p. 3.

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Public Library Association. *Young Adult Services in the Public Library.* ALA, 1960. 50 p.

Young Adult Alternative Newsletter. Carol Starr, ed. March 15, 1974.

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General:

Edwards, Margaret A. *The Fair Garden and the Swarm of Beasts; the Library and the Young Adult.* Hawthorn Books, 1969. With emphasis on books and reading guidance, Ms. Edwards covers book selection, book talks, displays, training of YA librarians, and work in the public schools.

Duran, Dorothy B. and Clement A. *The New Encyclopedia of Successful Program Ideas.* N.Y., Association, 1967. In addition to the ten basic steps in program planning, this book gives more than five thousand ideas for unusual programs and projects. Included are valuable bibliographies and a list of organizations offering program resources.

Finkel, Coleman. *How to Plan Meetings Like a Professional.* Philadelphia, Sales Meetings Magazine, 1972. Everything from program design to AV procedures to publicity.

Munson, Amelia H. *An Ample Field; Books and Young People.* ALA, 1950. Offers practical advice on resources and techniques. Primarily for beginners.

Public Library Association. *Young Adult Services in the Public Library.* ALA, 1960. Provides information on organization of service, duties, and training of staff, equipment, and space requirements, cooperation with schools, budget, book collection, and techniques and programs.

Wagner, Russell H. *Handbook of Group Discussion.* 2d ed. Houghton, Mifflin, 1965. This manual introduces the many shapes of group discussion — from panels and dialogues to interviews, colloquies, and more.

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Idea Sources:

Boston Public Library. *Idea Source Book for Young Adult Programs*. Boston Public Library, 1973, 61 p. $2.00. An excellent idea source. Lists skeletal program plans on a variety of subjects. Available from The Trustees of the Boston Public Library, Copely Square, Boston. 02117

Maryland Library Association. *Gambit: Selected Strategies for Young Adult Programs*. Maryland Library Association, 1973, 25 p. $1.00 A basic guide on how to organize basic programs. Available from Ms. Mary Chelton, New Carrollton Branch, Prince Georges County Memorial Library, Maryland. 20784

Young Adult Alternative Newsletter. Carol Starr, editor. $3.00/yr. for approximately 5 issues. An informal and entertaining newsletter containing news, program ideas, freebies, letters from other YA librarians, and much more. Available from Carol Starr, 4444 Hansen Ave., Apt. 148, Fremont, Calif. 94536

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female stereotype in children's literature

margaret matthias
department of elementary education
southern illinois university
carbondale
and
william matthias
coordinator of student teaching
department of professional education experiences
southern illinois university
carbondale

Sexism, as it relates to women, might be defined as those attitudes and behaviours that relegate women to a secondary and inferior status in society denying them the opportunity to function as people in their own right. Women are expected to accept the primary feminine role of wife and mother, a role which is further traditionally defined as passive, dependent (upon the male as sole provider), and indecisive. The purpose of this paper is to present the findings of researchers who have delved into the presence of such traditional sex-stereotyping in popular literature for children and to suggest criteria for selection of books which negate this image.

McClelland's (1961) findings indicated that children's books explicitly articulate the prevailing cultural values, and are an especially useful indicator of societal norms. He used children's books as indicators of achievement values in his cross-cultural study of economic development and found a strong positive relationship between achievement imagery in children's books and subsequent economic growth. Thus, McClelland hypothesized that the stories had provided the children with clear instructive messages about normative behaviour.

Arbuthnot (1972) indicates that through books children learn about the world outside of their immediate environment: they learn about what other boys and girls do, say, and feel; they learn about what is right and wrong; and they learn what is expected of children their age. In addition, books provide role models, images of what children can and should be like when they grow up.

Sex role socialization constitutes one of the most important learning experiences for the young child. By the time children are four, they realize that the primary feminine role is housekeeping, while the primary masculine role is wage earning. In addition to learning sex-role identification and sex-role expectations, boys and girls are socialized to accept society's definition of the relative worth of each of the sexes and to assume the personality characteristics that are typical of members of each sex. If we are to accept the implications of what McClelland and Arbuthnot have suggested concerning the impact books have on their young readers, a serious view of the images presented growing girls in popular literature might prove both interesting and provocative.

In a survey of folk literature, Donlan (1972) concludes; females portrayed sympathetically are passive while by contrast those who are assertive are portrayed unsympathetically. Of those portrayed sympathetically there appears to be two recurring types; the sweet old lady, and the beautiful young heroine who is above all hopelessly and helplessly dependent upon men. The sweet old ladies are generally eccentric, befuddled or imperceptive . . . often all three. To illustrate eccentrism Donlan adroitly describes the bizarre behaviour of the woman who rides a goose (*Mother Goose*). Befuddlement, he says, is typically exemplified by such characters as the old woman in *Old Woman and Her Pig*, and his use of *The Old Woman Who Lived in a Shoe* as an example of imperceptiveness is somewhat ironical in today's society! The beautiful heroines are described as consistently dull-witted (Snow White), spiritless (Cinderella), passive (Rapunzel), and naive (Sleeping Beauty). Add to this the amorality of each of these heroines displayed by their willingness to be swept off their feet by the first rich man who comes along and you have a model of doubtful value for young females to emulate!

The assertive female in folk literature is portrayed unsympathetically with an outer ugliness reflective of the inner evil. She too appears in two recurring types; the nagging stepmother, and the cunning witch. Donlan discovered both to be consistently shrewder than the other females represented in the stories but less intelligent than their male adversaries. He uses the conclusion of the story *Hansel and Gretel* to illustrate this point. Though Gretel is the one who pushes the wicked witch into the oven, it is Hansel who plans the whole strategy. Common characteristics of the assertive woman as exemplified by the witches and stepmothers of folk literature include ugliness, evil, cannibalism, sadism, and revengefulness.

The clear instructive message in folk literature concerning expected behaviour for women is then, that popular, loved and admired females should be beautiful, passive, spiritless, dull-witted, and naive. In the event beauty does not prevail, eccentricism, befuddlement, and imperception are permissible.

Since women comprise over half of our total population one might expect to see them equally represented in the children's literature of today. Many hours of searching library shelves for books which portray heroines as positively and constructively as heros produce shockingly negative results. It is apparent that despite increased awareness of the problem of sexism in children's literature the situation has not yet improved to any significant degree.

Weitzman and Eifler (1972) chose to examine children's picture books in their survey of sexism in literature for children. The sample they analyzed consisted of the Caldecott Award winners and runners-up for the years 1967-71; the Newbery Award Winners for the same period; Golden Books which had sold over one million copies; and, prescribed behaviour books — books which specifically discuss and describe the expected role of a woman or man. Their examination of these books revealed that women are greatly underrepresented in the titles, central roles, and illustrations. Where women do appear their characterization reinforces traditional sex-role stereotypes: boys are active while girls are passive and immobile; boys lead and rescue others while girls follow and serve. Not only are boys presented in more exciting and adventuresome roles, but they engage in more varied pursuits and demand more independence. Adult men and women are equally sex stereotyped; men engage in a wide variety of occupations while women are presented only as wives and mothers.

Another point highlighted in the survey was the encouragement given to camaraderie amongst boys (The Fool of the World, Goggles, Frog and Toad, Alexander) while in contrast, girls were rarely featured playing or working together.

Thus, for the female child at an impressionable stage in her development current literature reinforces sexism suggesting normative and acceptable behaviour for girls as being passive, inactive, dependent, and service-oriented. In addition, present literature for children implies, incorrectly, that females are incapable of deep and lasting relationships with any but the opposite sex.

The negative portrayal of females to be found in books for young children does not warrant complete dismissal of the otherwise quality literature available. Folk literature remains thoroughly exciting and enjoyable and is, in fact, a comment on the societies in which it originated. It is a part of our tradition and should be shared widely. Current award winning books present excitement, adventure, warmth, security, and the ultimate fusion of picture and text in the telling of a good story. However the prescribed behaviour books are quickly and easily identified if they contain sexist role descriptions and can be dismissed perfunctorily with no great loss to the field of children's literature. What we *do* need is added awareness of a void which must be filled. We need books which portray female characters in other roles of dignity and worth beyond that of motherhood.

Joan Bernstein (1974) presents a bibliography of 22 books which are a beginning in correcting the maligned image of the female in literature for children. Included in her list are such well-known authors as Lexau, Schick, Young, and Zolotow. In addition, recent studies including those mentioned here suggest seven basic criteria for examining women's roles in literature:

1. Females should be represented as often as males. The Weitzman study found a ratio of 11 males to 1 female depicted in the Caldecott category of their sample; 8:3 in the Golden Book sample; and 9:4 in the Newbery sample.
2. Females should be portrayed as positively as men having cleverness, creativity, bravery, self-respect, persistence, and independence. Even when the stories in their sample featured heroines, Weitzman, *et al*, noted certain sexist innuendos. Ness's award winning *Sam, Bangs and Moonshine* has a female character

(male name, ironically). But, Sam is given to untruths (moonshine) which land her little male friend in trouble. The helpless Sam remains passively indoors while a male (her father) rushes to the rescue.

3. Females should be portrayed in a variety of activities both indoors and out — not only those attributed traditionally to the female. However, do not always accept the obvious. *Amelia Bedelia at the Bat* appears, on the surface, to be a non-sexist book. After all, what more could be asked for — a heroine and playing baseball at that! But, Amelia Bedelia's home run is made by accident rather than judgment. It is someone else's inefficiency and *not* her skill which permits her to score! The opportunity to allow for female agility and skill in a traditionally male activity is, as usual, not allowed.
4. Females should be shown in professions and other careers. The Weitzman study discovered *no* story in which a woman was described in a career role. With few exceptions the prescribed behaviour books discussed only those careers for women synonymous with physical attractiveness — a model, a movie star, a singer, a dancer, etc.
5. Females should be pictured in illustrations as they are in life — not always small, pretty, and clad in aprons.
6. Females should be portrayed participating equally in family decision-making. Dads and boys should be shown participating in house-keeping activities. Books about single-parent homes should be available.
7. Females should be portrayed in social situations indicating the capability for constructive interaction with their own sex.

To summarize, it would seem that negative sex-stereotyping is as apparent in current literature for children as it was in literature of the past. If we are to improve the maligned image of the female we must maintain and continuously expand a collection of books which meet the criteria set forth above as relevant in portraying a positive female image. This collection should be easily accessible, and promoted for youngsters and concerned parents.

It is hoped this article has been successful in reinforcing awareness of the need to offset the negative stereotyping of women in children's literature; in providing a possible source for a beginning bibliography to meet this need; and, finally, in suggesting criteria to use in the continuous selection of additional books to expand this bibliography.

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What a switch — a hockey book instead of a love story.

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mini reference list; reference books for children's collection

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karlotta mathews, chairwoman
children's librarians section committee on reference books

"Reference Books for Children's Collections" is intended to be a selection tool for small and medium-sized public libraries. The bibliography is limited to quick reference titles which are clear and concise enough to be used by children in elementary school through the eighth grade. The reference books selected for the list include both adult and children's titles. At all times the compilers of the list tried to keep in mind the children and the questions they ask. They believe the books selected for the final list will answer a child's reference needs. In making their selections librarians should be guided by the needs of the communities they serve.

Children's encyclopedias, dictionaries, and almanacs form the core of a juvenile reference collection. Several abridged dictionaries should be included in a basic collection to meet the needs of primary, intermediate, and junior high-aged children. In addition, one unabridged dictionary is recommended for children's libraries. Young people's encyclopedias are aimed at specific age levels and emphasize different areas of knowledge. Therefore, an ideal children's collection should contain several general encyclopedias and at least one encyclopedia should be purchased annually. Almanacs are a source of quick, current, inexpensive information. A collection would include one or more of the standard almanacs available.

It is highly desirable for a library to own circulating reference books. If it is financially possible two sets of reference books could be purchased — one for circulation. Older editions of reference books could be circulated after replacement. Moreover, paperback editions of reference books are an excellent way to augment a collection.

Suggestions for a Basic Reference Collection

Almanacs

Information Please Almanac. Simon and Schuster. 1973. $4.95. Available in paperback. $2.25.

The World Almanac and the Book of Facts. Doubleday, 1974. $4.95. Available in paperback. Newspaper Enterprise Association, 1972. $2.00.

Dictionaries

Thorndike-Barnhart Beginning Dictionary. Doubleday, 1972. $6.95.
Recommended for grades 3 and 4.

Thorndike-Barnhart Advanced Junior Dictionary. Doubleday, 1968. $8.50.

Webster's Seventh New Collegiate Dictionary. Merriam, 1972. $7.95.
(thumb-indexed $8.50) Recommended for grades 7-12.

World Book Dictionary. 2 volumes. Field Enterprises, 1974. $30.00.

Xerox Intermediate Dictionary. Grosset and Dunlap, 1973. $8.95.
(thumb-indexed $9.95) Recommended for grades 4-6.

Unabridged Dictionaries

Webster's Third New International Dictionary of the English Language. Merriam, 1971. $54.50.
A highly respected reference work offering over 450,000 entries.

The Random House Dictionary of the English Language. Random House, 1966. $30.00.
Limited to 260,000 entries and emphasizing words in common usage, this tool is presented with common meanings first and illustrative sentences following the definitions. More readable and less expensive than *Webster's Third*, this is a valuable tool in children's collections.

Encyclopedias

Compton's Precyclopedia. 16 volumes. Encyclopedia Britannica, Incorporated, 1973. $74.95.
Recommended for preschool through grade 2.

Britannica Junior Encyclopaedia. 15 volumes. Encyclopedia Britannica, Incorporated, 1975. $119.50.
This encyclopedia is broad in scope, emphasizing science, social studies, and geography. Recommended for grades 2-6.

The New Book of Knowledge. Revised annually. 20 volumes. Grolier, 1972. $149.62.
Aimed at grades 3-6, this work is geared to a

school curriculum. It is strong on geography and biology. Recommended for grades 2-6.

Compton's Encyclopedia. Revised annually. 22 volumes. Encyclopedia Britannica, Incorporated, 1974. $144.00.

Compton's most distinguishing feature is the Fact-Index located in each volume which includes brief biographies, tables, charts and definitions. Recommended for grades 4-8.

Merits Students Encyclopedia. Revised annually. 20 volumes. Crowell-Collier. $129.00.

Merit is especially strong on countries, states, science, art, and literature. It is sophisticated and scholarly without being too difficult. Recommended for grades 4-8.

World Book Encyclopedia. Revised annually. 20 volumes. Field Enterprises, 1974. $177.00.

World Book is attractive, easy to read, and versatile. An index has been added to the 1974 edition. Recommended for grades 4-8.

(Extensive evaluations of the above encyclopedias as well as many others may be found in *General Encyclopedias in Print*.)

Indexes of Interest to Children's Librarians

Brewton, John E. and Sara W. Brewton, comps. *Index to Children's Poetry; a Title, Subject, Author, and First Line Index to Poetry in Collections for Children and Youth.* Wilson, 1942. $16.00; first supplement 1954, $10.00; second supplement 1965, $12.00; *Index to Poetry for Children and Young People: 1964-1969.* Wilson, 1972. $20.00.

These publications cover collections for preschool through high school of more than one poet, of a single author, partly in prose and partly in verse, and collections of poems on a single subject. This tool provides a valuable aid to any librarian dealing with poetry for the nursery school age child through adulthood. Analysis and grade level of the collections indexed are included along with a directory of publishers and distributors.

Eastman, Mary H. *Index to Fairy Tales, Myths & Legends.* Faxon, 1926. $11.00; first supplement 1937. $11.00; second supplement 1952. $11.00; *Index to Fairy Tales, 1949-1972, Including Folklore, Legends & Myths in Collections.* Norma O. Ireland. Faxon, 1973. $14.00.

A valuable tool in gaining access to worldwide fairy tales, fables, Greek and Norse mythology, hero stories and some modern stories consistently popular with teachers and storytellers. Arrangement is mainly by title with many cross references from variant titles, similar stories, and subject. Ireland's *Index* continues Eastman's and includes a comprehensive subject indexing of stories, with all entries in one alphabetical index.

Silverman, Judith. *An Index to Young Readers' Collective Biographies; Elementary and Junior High School Level.* Bowker, 1970. $12.50.

Four thousand individuals are listed on a nonselective basis. Access is alphabetical by given name, or if better known, by common nickname; by field of activity; and by national grouping. Information regarding dates of birth, death, nationality, and field or activity for which the individual is best known can be found under name entry.

Kreider, Barbara. *Index to Children's Plays in Collections.* Scarecrow Press, 1972. $5.00.

An author, title, and subject access to over 500 one-act plays and skits. Twenty-five collections published in the United States with copyrights dating from 1965 to 1969 are included. Listing is under a variety of subjects to adequately describe the contents. Separate sections are included on cast, male cast, mixed cast, and puppet plays, with further division by the number of characters. Includes a directory of publishers and a bibliography of collections indexed.

Mythology, Customs, Costumes, Religion

Bulfinch, Thomas. *Bulfinch's Mythology; the Age of Fable, the Age of Chivalry, Legends of Charlemagne.* 2nd revised edition. Crowell, 1970. $6.95. Available in paperback, abridged edition. Dell. $0.95.

This provides the most comprehensive source book of Greek, Roman, and Eastern mythologies and the legends of King Arthur and Charlemagne. The dictionary index is useful for quick reference.

Dobler, Lavinia. *Customs and Holidays Around the World.* Fleet, 1962. $5.50.

Arranged according to the seasons, *Customs and Holidays*, discusses many holidays, including Christmas, celebrated around the world. It emphasizes Christian holidays but also includes those of Judaism, Islam, Buddhism, and other religions. *National Holidays Around the World* (Fleet, 1968. $6.50) also by Miss Dobler supplements this volume.

Gorsline, Douglas. *What People Wore; a Visual History of Dress from Ancient Times to Twentieth Century America.* Viking Press, 1952. $12.95.

This one-volume survey of Western clothing reviews ancient dress, traces dress from the Middle Ages to World War I and devotes the last third of the book to a history of American dress to 1925. A clear text opens each chapter. Detailed line drawings, which may be photocopied, illustrate each section. Calendars of historical events and personalities of each period highlight the chapters.

Myers, Robert J. *Celebrations; The Complete Book of American Holidays.* Doubleday, 1972. $8.95.

An attractive guide to holidays currently celebrated in the United States. The histories and observances of over 45 legal, ethnic, and religious holidays are covered. The text is readable and the material is easy to locate.

Language

Perrin, Porter G., ed. *Reference Handbook of Grammar and Usage.* Morrow, 1972. $4.50.

The New Roget's Thesaurus in Dictionary Form. Revision greatly enlarged. Edited by Norman Lewis. Putnam, 1965. $3.75. (indexed $4.50) Available in paperback. Berkley Press, 1969. $0.75.

The alphabetical arrangement provides easy access to information found in the standard word reference book.

Shipley, Joseph. *The Dictionary of Word Origins.* Littlefield, Adams, 1967. Available in paperback. $2.95.

A guide to the origins and history of over 10,000 words which gives the history of the word and associated terms in a readable fashion. Intended for the layman and senior high students, it may be used by junior high students where there is a need.

Webster's New Dictionary of Synonyms. Merriam, 1968. $7.95.

One of the most useful, comprehensive dictionaries of synonyms, it provides precise definitions and numerous examples taken from classical and contemporary writers.

Whitford, Harold C. *A Dictionary of American Homophones and Homographs.* Teachers College Press, Columbia University, 1966. Available in paperback. $2.75.

A guide to homophones (letters or groups of letters which sound alike but are spelled differently) and homographs (words which are spelled alike but differ in meaning). Designed primarily for foreign students of English, this volume will answer a need for upper elementary students.

Science and Technology

Asimov's Biographical Encyclopedia of Science and Technology; the Lives and Achievements of 1,195 Great Scientists from Ancient Times to the Present, Chronologically Arranged. Revised edition. Doubleday, 1972. $12.95.

An excellent comprehensive aid which assists in locating individuals in all fields and branches of science. The continuity of science is emphasized by the chronological arrangement. Equal consideration is given to modern as well as ancient science. The entries give brief information as to nationality, field, birth, and death dates, followed by a narrative description of his or her life and times. An alphabetical name and subject index is included.

Lodewijk, T. *The Way Things Work; an Illustrative Encyclopedia of Technology.* Special edition for young people by Lodewijk and others. Simon and Schuster, 1973. $9.95.

Ninety-one clear and concise articles are presented in simple nontechnical language, geared to the junior and senior high school student. Two-color illustrations and enlarged diagrams accompany articles which cover simple household items plus more complex machines, engines, and principles. A basic, readable easily understood guide which includes an index.

The Book of Popular Science. Revised annually. 10 Volumes. Grolier, 1973. $79.50.

This set is a favorite with children. It is the best multi-volume science encyclopedia for appropriateness and coverage. It is divided into fifteen basic groups such as The Universe, The Earth, Animal Life, Mathematics, Transportation, etc., with an extensive annotated bibliography and an index. The articles are well-illustrated, some with color photos and illustrations.

Burton, Maurice and Robert Burton, eds. *The International Wildlife Encyclopedia.* 20 volumes. Marshall Cavendish, 1969. $179.50.

Outstanding color photographs accompany over 1,200 animals or animal groups. Easy and detailed indexing allows access by common name, or if common name is not available, by scientific name. A systematic, concise subject index is also included. The main emphasis is given to mammals and birds. A readable, enjoyable tool to use for both browsing and reference.

Art, Music, Literature

Ammer, Christine. *Harper's Dictionary of Music.* Harper & Row, 1972. $10.00.

This one-volume dictionary has approximately 2,800 entries covering musical terms, music history, information on composers and their works, charts of important styles and periods of music, musical forms, and instruments. Each article on a musical instrument features fine line drawings, the history of the instrument, how it is played, and selections featuring it. This basic book is attractive, readable, and easy to use.

Janson, Horst W. *The History of Art for Young People.* Abrams, 1971, $15.00.

A valuable source spanning prehistoric times through op and pop art with over 400 plates in black and white and color. A glossary of art terms, and summary tables compare art with man's other achievements.

Practical Encyclopedia of Crafts. Louis Di Valentin and Maria Di Valentin, editors. Sterling, 1971. $20.00.

Prepared by professional artists, this book is arranged by material, such as paper, fabric, or wood. Techniques for producing various results are described and clearly illustrated with black pen and ink drawings. An appendix lists suppliers of craft materials. The bibliography lists additional books on crafts and an index is included.

Roxon, Lillian. *Rock Encyclopedia.* Grosset & Dunlap, 1971. Available in paperback. $3.95.

This title includes rock, pop, jazz, country, and folk music, and musicians in one alphabetical arrangement. Biographical data and a listing of recordings is listed for each performer. Subject entires (i.e., acid rock) include useful definitions and describe the development of the art form.

Stevenson, Burton, ed. *The Home Book of Quotations; Classical and Modern.* revised edition. Dodd, 1967. $35.00.

A subject arrangement provides easy access to over 73,000 quotations. A word index lists the quotations by leading words. The author index includes brief biographies.

Sports, Hobbies, Pets

The Complete Cat Encyclopedia. Edited by Grace Pond. Crown, 1972. $14.95.

Large photographs illustrate this encyclopedia which covers history, care, and breeding of domestic felines.

Cust, George and Peter Bird. *Tropical Freshwater Aquaria.* Grosset & Dunlap, 1971. $3.95.

Provides a handy quick reference with color photographs on a subject currently popular in many communities.

Dangerfield, Stanley. *The International Encyclopedia of Dogs.* McGraw-Hill, 1971. $19.95.

Prepared by specialists and illustrated with outstanding color photographs, this encyclopedia provides information on more than 150 breeds of dogs. Included are articles on dog care, breeding, and showing.

Guinness Book of World Records. Norris McWhirter and Ross McWhirter, editors. Sterling, 1973. $6.95. Available in paperback. Bantam. $1.25.

Guinness Sports Record Book. Norris McWhirter and Ross McWhirter, editors. Sterling, 1973. $3.50. Available in paperback. Bantam. $1.25.

Hope, C. E. and G. N. Jackson. *The Encyclopedia of the Horse.* Viking, 1973. $22.50.

Complete information on breeds and equestrian activities, societies, and classic races. Illustrated with a number of superb color photographs and numerous black and white illustrations. A scholarly volume with articles signed by international specialists.

McKay, James A. *The Dictionary of Stamps in Color.* Macmillan, 1973. $19.95.

A seven-page introduction summarizes the history of stamp collecting. The dictionary is arranged by continent and describes the full color plates in the sequence in which they appear. Europe, Asia, Africa, America, Australia, and Polynesia are covered. Colors, size, dates, and prices of each stamp are given.

Reinfeld, Fred. *Catalogue of the World's Most Popular Coins.* revised edition. Edited by Burton Hobson. Doubleday, 1971. $8.95.

Countries are arranged alphabetically; excellent photographic reproductions of the coins are preceded by a brief description of the issuing government. Concise information is given for each coin, including the monetary denomination, composition if other than silver, and current value in the collector's market. A brief section on coins from the ancient world is to be found at the end of the modern listings.

United States Postal Service. *Postage Stamps of the United States, July 1, 1847-June 30, 1970.* United States Government Printing Office, 1970. Looseleaf binder. $3.75. Supplements.

A chronology of United States postage stamps which depicts many aspects of the country's history and gives a complete description of each stamp. An index to stamp topics and an appendix of philatelic statistics are included.

Geography

Hammond, C.S. *Hammond Medallion World Atlas.* Watts, 1971. $29.95.

Excellent black on white maps of the world and countries of the world are presented. Included are full page maps of each state of the United States, topographical, agricultural, industrial maps, and flags are included for each country and each state. Another useful feature is an atlas of Bible lands, of world history and of American history. *Hammond's Advanced Reference Atlas* combines a world atlas and an historical atlas at a lesser price ($6.95). This latter volume is recommended for circulation.

Hammond, C.S. *Road Atlas and Vacation Guide.* Hammond, Incorporated, 1974. $1.00.
This tour guide includes mileage charts, city maps, and points of interest.

Lands and Peoples; The World in Color. 7 volumes. Grolier, 1973. $79.50.
Each of the first six volumes is devoted to a general discussion of a geographic area, followed by geographic and historical material on individual countries within the area. The 7th volume contains articles and statistics on world subjects, a bibliography, and a general index. The set is designed for upper elementary and up and is amply illustrated with fine color photographs and maps.

Webster's New Geographical Dictionary; A Dictionary of Names of Places With Geographical and Historical Information and Pronunciations. Merriam, 1972. $14.95.
Lists both ancient and modern place names with brief geographical and historical statements. Included is a series of color maps.

History, Biography

Adams, Russell L. *Great Negroes, Past and Present.* 3rd revised edition. Afro-American, 1969. $7.95. Available in paperback. $3.95.
This excellent biographical reference source for young people gives the lives and accomplishments of 175 prominent Blacks from the United States, Europe, and Africa in a clear narrative style. Portraits of each person and bibliographies add to the value of the book.

American Heritage. *The American Pictorial Atlas of American History.* American Heritage, 1966. $16.50.
Maps, charts, prints, and panoramas are combined with a readable text. American history is covered from prehistoric times to the present. Of special interest are the maps of battles of the American Revolution and the Civil War.

Cochran, Thomas and Wayne Andrews, eds. *American Heritage Concise Dictionary of American History.* Abridged edition. Scribner, 1962. $25.00.
Based on the six-volume *Dictionary of American History*, this edition contains 2,000 articles, some condensed, some reprinted in full. The articles cover historic, economic, social, and cultural events from 1492 to 1961. A wealth of information at a relatively low price.

Grant, Bruce. *American Indians, Yesterday and Today; a Profusely Illustrated Encyclopedia of the American Indian.* Revised edition. Dutton, 1960. $6.95.
This well-researched, alphabetically arranged encyclopedia encompasses over 800 entries on Indian leaders, tribes, crafts, language, wars, weapons, and places in the United States which carry Indian names. The appendices include: (1) The Indian Family Tree, (2) Indian population on reservations arranged by states, (3) United States Indian Museums. Line drawings enhance the text.

Hopkins, Joseph. *Concise Dictionary of American Biography.* Scribner, 1964. $25.00.
An excellent abridgment of the *Dictionary of American Biography* which includes only Americans who died before 1941. The dictionary provides information on individuals difficult to locate in children's biographies. The entries vary in length from a few lines to two to three pages.

Kane, Joseph Nathan. *Facts About the Presidents; a Compilation of Biographical and Historical Data.* 2nd edition. Wilson, 1968. $10.00. Available in paperback. Pocket Books. $0.75.
This dictionary is divided into two parts. Part I deals with the presidents through Johnson and presents data on each president's family history, elections, congressional selections, cabinets, vice-presidents and highlights of the president's administration. Part II gives comparative data on the presidents as individuals and on their administrations.

Ross, Frank. *Stories of the States; a Reference Guide to the Fifty States and the U.S. Territories.* Crowell, 1969. $5.95.
This book offers clear, brief information on all our states and territories. The alphabetically arranged chapters begin with brief facts: the capital, bird, flag, motto, and origin of the state name. History, geography, climate, natural resources, wildlife, government, major cities, and citizens are concisely covered. A map and drawings of the state bird, flag, and flower accompany each chapter.

Smith, Whitney. *The Flag Book of the United States.* Morrow, 1970. $12.95.
A tool which provides historical information on all of the flags flown over the United States, as

well as those of the fifty states. The color illustrations are easy to locate.

U.S. Department of State Fact Book of the Countries of the World. Crown, 1970. $5.95.

This fact book contains concise information on the geography, history, government, economy, foreign relations, and principal government officials of the countries and territories of the world. Excellent maps are included. Reprinted from *Background Notes* published annually by the State Department.

U. S. Government Manual 1973-74. Office of the Federal Register National Archives and Records Service, General Services Administration, 1973. $4.00.

This manual provides the most up-to-date information about the functions and administrative structure of the agencies in the legislative, judicial, and executive branches of the government. The manual gives the names of the principal officers of each department and a discussion of the authority and activities of each department.

Ward, Martha. *Authors of Books for Young People.* Scarecrow Press, 1971. $15.00.

Contains short sketches of authors of books for children. Both classical and contemporary authors are included. Useful for book reports. Supplemented by the author's *Illustrators of Books for Young People* (Scarecrow, 1970. $5.00).

Webster's Biographical Dictionary: A Dictionary of Names of Noteworthy Persons with Pronunciations and Concise Biographies. Merriam, 1972. $12.95.

Concise entries identify over 40,000 persons from all periods and all countries. Also included are tables of rulers, American government officials and religious authorities.

Illinois

Adams, James N. *Illinois Place Names.* Springfield, Illinois: Illinois State Historical Society, 1969. $3.20.

Fourteen thousand Illinois place names are given. Included in the listing are the source for the name, date of establishment of post office, name changes, and population according to the 1960 census. A separate section lists Illinois counties, the source of their name, date of their origin, and place names within each county.

Carpenter, Allan. *Illinois; Land of Lincoln.* Children's Press, 1968. $4.50.

A lively source on Illinois from prehistoric times to 1968. Useful maps and illustrations provide information on the changing nature of the state and developments in many areas, such as geology, climate, industries, and major cities.

Clayton, John. *The Illinois Fact Book and Historical Almanac, 1673-1968.* Carbondale, Illinois: Southern Illinois University Press, 1970. $12.50. Available in paperback. $3.25

An Illinois sesquicentennial book, giving authoritative, detailed information on all aspects of the state's history, government, industries, cultural, and recreational facilities, sports, and biographical information on famous Illinoisans.

Flint, Margaret. *A Chronology of Illinois History 1673-1962.* Springfield, Illinois: Illinois State Historical Library, 1967. Available in paperback. $0.50.

Illinois, Secretary of State. *Counties of Illinois; Their Origin and Evolution.* Springfield, 1969. Available in paperback. $0.50.

This edition traces the origin and evolution of the 102 counties of Illinois from the earliest county organization in 1779 to the present. Maps trace boundary changes through the years. Also includes sources for county names and statistics.

Illinois, Secretary of State. *State and County Officers of Illinois.* Springfield, 1973. Available in paperback. Free on request.

Illinois, Secretary of State. *Handbook of Illinois Government.* Springfield, 1973. Available in paperback. Free on request.

Illinois, Secretary of State. *Illinois Blue Book.* Springfield, 1971-1972. Free on request.

Abundantly illustrated, this volume comprehensively presents the government of Illinois, its officers, activities, and accomplishments.

Rand McNally. *Illinois Guide and Gazetteer.* Rand McNally, 1969. $12.50.

An alphabetical gazetteer of cities and towns. A brief section on state history, resources, etc., introduces the book, and fourteen tours for motorists are described. Maps and photographs included.

Vogel, Virgil J. *Indian Place Names in Illinois.* Springfield, Illinois: Illinois State Historical Library, 1963. (Illinois State Historical Society. Pamphlet Series, No. 4). $1.60.

A careful study of the origin of place names attributed to Indian influence. Places include municipalities, townships, counties, parks, preserves, and topographic features. The historical reason for the name, geographic, and linguistic origin of the name and its probable meaning are given.

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